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ANNUAL REPORT

THE P... ...TIONAL CO.

OF THE

Common, Superior, Gramm

AND

Training & Model

SCHOOLS

IN

NEW BRUNSWICK

1872.

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

FREDERICTON:
G. E. FENETY, PRINTER TO THE QUEEN'S MOST EXCELLENT MAJESTY
1873.

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EDUCATION OFFICE.

I have the honor to transmit herewith, to be laid before His Excellency Lieutenant Governor, my Report of the Common, Superior, Grammar, ining and Model Schools of New Brunswick, for the School year ended ober 31st, 1872. The Statistical Tables of Part II. however, are brought n only to May 1st, 1872, for reasons given in the body of the Report. Part III. will be found the Report of the Principal of the Provincial ining School, with Annual Reports of the County Inspectors, and the ports of the Boards of Trustees of Fredericton and Woodstock.

I have the honor to be,

Sir,

Your obedient servant,

THEODORE H. RAND.

The Honorable J. J. Fraser, M. P. P.
Provincial Secretary.

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PART I.

GENERAL REPORT.

1871-2.

ANNUAL REPORT

OF THE

COMMON, SUPERIOR, GRAMMAR, TRAINING & MODEL SCHOOLS

IN NEW BRUNSWICK.

1871-2.

PART I.—GENERAL REPORT.

To His Excellency The Honorable Lemuel Allan Wilmot, D. C. L., Lieutenant Governor of the Province of New Brunswick.

MAY IT PLEASE YOUR EXCELLENCY,—

The Common Schools Act passed by the Legislature in 1871, came into operation on January 1st, 1872. The object of this enactment is the establishment throughout New Brunswick of a well-equipped System of Free Public Schools, in which the instruction given shall be open to the children of all, the poor and the rich alike; the quality of the instruction good enough for all; and the general character of the instruction non-sectarian and national—like the Legislature establishing the System, and the Government administering it.

At the date of my very brief Report of last year, I was engaged in making the necessary preparations consequent upon the near introduction of this Free School System. Under the directions of the Board of Education, my predecessor, Dr. Bennet, had, in June 1871, arranged for the division of the Province into School Districts. A certain portion of the territory was allotted to the Chief Superintendent, and the remainder to Inspectors Duval, Wood, Morrison, and Freeze, in specified allotments. On assuming the duties of Chief Superintendent, September 14th, 1871, other duties of the Department were too pressing to permit me undertaking in person the laying out of any portion of the Province into Districts. The Inspectors were informed that they would be required to complete this work, and to submit it for the review of the Board of Education early in December. As agents of the Board, these gentlemen devoted themselves arduously and exclusively to the work thus assigned them. Their duties were difficult and trying, and the time at their disposal was limited. After a protracted review of the recommendations of each Inspector, considering petitions and hearing delegations, the Board of Education prescribed the boundaries of the School Districts, and caused the same to be fyled with the Clerk of the Peace in each County, and to be circulated for general information.

The long experience of Mr. George Thompson in the Education Office enabled me to devolve upon him, almost entirely, the labour connected with the distribution on account of the half-year closing September 30th, 1871.

I was thus able, during that time, to bring before the Board of Education for full discussion and decision, the important matters subsequently embodied in formal REGULATIONS by the Board. These Regulations involved the application of the principles of the Common Schools Act, to the entire administration of the system of Free Schools it was designed to establish, equip, and control. It was felt to be a matter of the last importance that these Regulations should be in accord with the soundest principles of school economy, in order that our system of Free Schools might in all its parts coöperate in securing in a high degree the end in view,—the education of all the people. I am happy to say that these Regulations, dealing as they do in detail with such subjects as School buildings, furniture, and premises; apparatus and text-books; the qualifications of teachers and the mode of their classification; the conduct and government of all grades of schools, miscellaneous and graded,—Common, Superior, and Grammar, as well as of the Provincial Training and Model Schools; the local administration and the general inspection and supervision; have met with the approval of many distinguished educationists and teachers, both at home and abroad, and of the people generally. I am aware of but one exception, of any importance, to this statement. In respect of the 20th Regulation, many Roman Catholics have supposed it interfered in some way with their rights; but this complaint, it appears to me, is not well founded, since the operation of the Regulation in question simply preserves every school alike accessible to the children of all parties, classes, and creeds,—a clear and binding obligation upon the Board of Education in the administration of the Common Schools Act, whether expressed by Regulation or not.

Twelve thousand copies of the School Act and the Regulations of the Board of Education were printed for general distribution. Provision was made for an accurate and complete system of School Registration, as the basis for the appropriation of the County Fund. In order that suitable Registers might be sent out from the Education Office in December, advantage was taken of paper and Stereotyped forms which I had caused to be prepared for use in connexion with the Schools of Nova Scotia. I may add, that arrangements have since been made with Messrs. J. & A. M'Millan, of Saint John, for a regular supply of these forms. Corporate Seals for the use of the District Trustees were also provided, and such blank Returns as were required by the provisions of the Act and Regulations.

While these preparations were going forward, I met with the Board of School Trustees of Fredericton and St. John, and also with those members appointed by the Government, of the Boards of Portland and Woodstock. Both cities and both towns were ill prepared to meet the requirements of the Act about to come into operation. I think I am correct in saying that in neither of the cities nor towns named, was there a single school house owned by the Parish School Trustees. Nearly every town in the Province was equally devoid of public school property. The rooms occupied by the teachers were, with a few exceptions, badly lighted, badly ventilated, and furnished with unsuitable seats and desks. I pointed out to the Trustees the mode of school organization required by the Common Schools Act, and the extent and character of the accommodation which it was necessary for each Board to provide, and in every case recommended that proper furniture be procured at once.

I communicated by letter with all the towns and villages which the urgency of other duties rendered it impossible for me to visit. The matter of school accommodation and classification of pupils were the chief matters

pressed upon the careful attention of the school authorities in these centres of population. In particular, the Boards of Trustees of the cities of St. John and Fredericton, and of the incorporated towns of Portland, Saint Stephen, and Woodstock, addressed themselves with promptness and energy to the work of providing suitable furniture for school rooms and teachers. The public labour thus gratuitously performed by the gentlemen composing these Boards, was difficult and arduous. To their whole-hearted efforts the public are indebted for the very satisfactory progress made in these important School Districts. The labor performed especially by the Trustees of St. John, Fredericton, and Portland, was very great. These remarks are scarcely, if at all, less applicable to the Boards of Trustees in most of the other populous School Districts of the Province; but in consequence of these Boards being wholly composed of persons elected by the rate-payers at the annual school meeting, the means of preliminary action did not exist in these latter districts, as in the cities and incorporated towns especially provided for by the 62nd section of the Act. In addition to the means already enumerated for securing the dissemination of correct and pertinent information respecting the provisions and requirements of the Common Schools Act, lengthy advertisements were published in all the newspapers of the Province. An influential portion of the press also, rendered most valuable assistance by a full and free discussion of the claims of education, and the Provisions of the Act in this behalf.

At the earliest day permitted by the provisions of the Common Schools Act, January 1st, 1872, the Board of Education appointed an Inspector of Schools for each of the fourteen Counties of the Province. As the day fixed by the Act for the holding of the Annual School Meetings fell on January 11th, and as notices of the same, signed by the Inspector, were to be posted in each of the school districts, "at least six days previously," each Inspector was authorized to procure whatever assistance might be necessary to enable him to carry out the requirements of the Act in this behalf.

The following general instructions were issued to each Inspector:—

"The Board of Education does not *require* Inspectors, this present year, to examine the pupils in the several Schools within their jurisdiction; but to give chief attention to general matters of pressing importance connected with the organization of Schools by Districts, and their due conduct under the Law. You are expected to visit each District during each Term of the School year, and the following Instructions are issued for your general guidance in the discharge of these duties.

1. If possible, notify the Trustees of your intended visitation. Meet the Trustees, or their Secretary, or all, and examine into their mode of conducting business. See if the Secretary's bond has been executed and lodged with the Clerk of the Peace. If not, explain the object, nature and necessity of such bond, and of an immediate execution of it. See that the Trustees clearly understand all matters connected with the local assessments—that the Secretary keeps all documents properly, and always preserves minutes of the Meetings of the Trustees,—that any complaints respecting the bounds of the Districts are such as require attention, in conformity with the accompanying Letter; and that the School grounds are chosen by Trustees and approved by you (in conformity with Regulation 10). Give written approvals.

2. Visit the School. See that the Teacher's engagement is in conformity with Regulation 2: That the Register is accurately and neatly kept: That the accommodation is fairly within the Regulations, and if not, that the proper steps by way of immediate or more remote remedy are pointed out to the Trustees: That the general conduct of the School in respect to the subjects of study and non-sectarian character, as required by the

Law and Regulations, is properly observed: and that the Teacher has a copy of the Law and Regulations for his or her guidance.

3. In Districts having no Schools, call the people together (by notice in advance), and explain the Law. Urge the importance of Education. Learn, with a view to their removal, existing difficulties. See Secs. 37 & 28.

In all cases distribute the Act as you think needed, and use your best efforts to have the Law administered faithfully, impartially, and effectively.

In reference to District Boundaries, the following general instructions were issued to the County Inspectors:—

In Districts where local assessments were imposed at the School Meetings, the Board deems it inadvisable to make any change in the established District boundaries, to take effect before the next annual meeting.

The foregoing is to be regarded as a general rule. You are therefore requested to examine into the merits of the petitions transmitted to you, and of all similar cases of complaint, during your visitation, and if you find that the making of a change in the boundary of any District would disturb existing assessments, you will defer full consideration of the case till your summer tour. But in any case (1) of confusion of lines, requiring interpretation on the part of the Board, or, (2) of failure to include any person or persons in any District, or, (3) of injudicious division, and the proposed amendments do not interfere with Districts already organized and which have assessed themselves, or, (4) in any cases of kindred character; you will carefully, in the light of Sec. 6 (3) and Reg. 1 and Rem., draw out on a separate page of foolscap the proposed boundary of any District, and also on another sheet the amended boundaries of the Districts thereby affected; and forward the same, with full explanations, to this office. The boundaries, in all cases where your reasons seem sound, will be *at once* adopted, to take effect immediately. In this matter the Board will rely greatly on your judgment, and you will endeavour to carry out this work solely with a view to the enforcement of the evident design of the provisions of the Law. Special meetings can be held, doubtless, in many such localities, after changes are made. You will do well, however, not to recommend any change until you have examined the case yourself on the ground. Otherwise you may be deceived, and the Board misled. Trustees of any Districts affected should always be notified of their revised bounds."

I have now indicated, in brief, the character of the preparation made for the incoming Free School System, and the nature of the work specially in hand during the past year. Many difficulties and obstructions have been encountered. The courts have been appealed to, and injunctions have delayed, in some measure, the satisfactory operation of the law. But notwithstanding every hindrance, the work of establishing schools has made steady progress, and the public mind has, as never before, been aroused to thought and discussion on the subject of education.

CHANGE IN SCHOOL TERMS, &c.

In former years, the School Terms closed on March 31st and September 30th On a careful examination of this matter, the Board of Education provided by Regulation that the School Terms under the new system should close on April 30th and October 31st. These are the natural periods, in view of the climate and industries of New Brunswick. No artificial limitation of Terms can control the influx and efflux of pupils, at the periods indicated by these dates. Under the previous arrangement, it was frequently a difficult matter for the Education Office to compile the returns in time for the Annual Report. With one month's less time, and with the increased labor permanently devolved upon the office by the terminal apportionment of the County Fund, it is obvious that the Chief Superintendent could not, without another assistant, be in a position to lay

before Parliament full statistics respecting the Summer Term, year by year, in his Annual Report. It is also very evident that the interests of Education require that the Chief Superintendent be able to move with greater freedom than is at all possible under such a pressure of technical duties. These views were considered by the Board of Education before changing the School Terms, and it appeared to the Board that every interest would be served by embracing in this Report, statistical tables of the two short Terms of 1871—2, (to May 1st), and all the statistics of school attendance of the Summer Term, (to November 1st); and annually hereafter to include in Part II, a full year, with a special Table in Part I, of the attendance to November 1st. All the statistics of chief moment will thus be brought down one month later than formerly, while adequate time will be secured to make the Statistical Tables contained in Part II, at once simple and instructive. In pursuance of this latter object, it will be observed that I have classified the statistics of the Winter Term, and have deduced and recorded with the bare facts, the results of the most important applications of these facts to the people of the several Counties, and to the Province at large. The value of this method of treating the statistics will be more fully seen in the Report of next year.

In the adjustment rendered necessary by the new Act, there were *three* terminal distributions during the past year, instead of two. When it is remembered that by the establishment of a County Fund, the labor of one distribution equals that of two under the former Act, and that two out of the three distributions of the past year included the County Fund, I need not say that I have found it difficult to present a timely Report But now that the entire circle of transition has been traversed, and the whole work of administration—including the sessions of the Training School, and the periodic examination of candidates for license to teach—has been brought into harmony with the change in the terms and the requirements of the School system, I anticipate a more prompt and efficient discharge of the ordinary duties of my office.

SCHOOLS AND ATTENDANCE.

By reference to Abstract A., Part II, it will be seen that the number of Parish Schools returned on Dec. 31, 1871, was 629, and the attendance of pupils, 19,506.

As these figures cover a period of only three months, from September 30th, to December 31st 1871—the last months the Parish School Act was in force— any comparison between the result of this broken term and those of preceding full terms, would not be trustworthy. I am aware, however, that the near repeal of the Act caused a good number of teachers whose engagements expired on September 30th, to await the operation of the Common Schools Act, before seeking further employment in teaching. The same cause disposed the School Committees, in a number of districts, to defer their efforts to open a school.

The number of Schools in operation during the short term from January 15th to April 30th, 1872, was 661, and 3 Grammar Schools not uniting with the Common School Trustees,=664.

The number of pupils attending these Schools was 28,603, and 153 in attendance on the three Grammar Schools above named=28,756, being 1 in every 9.93 of the population.

Omitting the pupils attending the three Grammar Schools referred to,

there were 131 pupils under 5 years of age; 24,376 between 5 and 15, and 4,096 over 15. Of these pupils, 16,177 were boys, and 12,426 were girls.

The grand total days' attendance made by these pupils—the maximum number of "teaching days" being 75 in this short term—was 1,083,949; the daily average attendance while the schools were in session being 18,438 or 64.45 per cent., and the *full term* average (75 "teaching days"), 14,452 or 50.53 per cent. The details of these statistics will be found in Tables I and II.—PART II.

The following is the corresponding statement for the Summer Term closed October 31st, 1872:—

COMMON SCHOOLS. Attendance of Pupils: Summer Term ended 31st October 1872.

Counties.	No. of Schools.	Number of Pupils on the Register.	Proportion of the population at School during the Term.	Age and sex of pupils. Number under 5 years.	Number between 5 & 15.	Number over 15.	Boys.	Girls.	Grand total days' attendance made by all the Pupils enrolled.	Number daily present on an average during the time the Schools were in Session during the Term.	Number daily present at School on an average for the full Term.	Per centage for time in Session.	Per centage for full Term.	Average of days Schools in Session.	Aggregate of days Schools open.
Albert	47	2079	1 in 5.13	11	1890	178	1282	997	103,893	1013	911	48.72	43.81	102.56	4,820.5
Carleton	83	3437	1 in 5.80	64	3031	342	1647	1790	176,723	1726	1550	50.20	45.09	102.42	8,501
Charlotte	86	4068	1 in 6.36	55	3693	320	2008	2060	220,603	2141	1935	52.63	47.56	103.02	8,860
Gloucester	7	274	1 in 68.64	8	260	6	144	130	14,238	144	125	52.69	45.62	98.71	691
Kent	36	1593	1 in 11.99	18	1425	150	809	784	80,160	775	703	48.69	42.13	103.48	3,725.5
King's	89	3603	1 in 6.82	60	3218	325	1828	1775	176,096	1655	1545	45 93	42.88	106.41	9,471
Northumberland	54	2127	1 in 9.45	62	1931	134	1130	997	106,411	995	933	46.76	43.86	106.98	5,777.5
Queen's	58	2026	1 in 6.83	32	1843	151	2027	999	99,416	1020	872	50 36	43.14	97 42	5,650.5
Restigouche	20	877	1 in 6.35	16	811	50	442	435	43,054	385	378	43.89	43.10	111.85	2,237
Saint John	144	8286	1 in 6.31	23	7764	499	4244	4042	473,168	4479	4151	54.05	50.09	105.63	15,212
Sunbury	34	1110	1 in 6.14	17	1008	85	610	500	60,323	664	529	59.85	47.65	90.80	3,087.5
Victoria	17	758	1 in 15.35	8	667	83	357	401	31,663	332	278	43.33	36.67	95.29	1,620
Westmorland	82	4450	1 in 6.59	29	4047	374	2298	2152	219,827	2073	1928	46.58	43.32	106.06	8,697
York	127	5014	1 in 5.41	97	4495	422	2533	2481	255,317	2659	2240	53.83	44.67	96.01	12,193.5
New Brunswick,	884	39,702	1 in 7.19	500	36,083	3,119	20,159	19,543	2,060,897	20,077	18,078	50 32	45.51	102.65	90,544

Besides the schools and pupils given in the foregoing Table, there were 3 Grammar Schools, independent of the District Trustees, having an attendance of 135 pupils, 887 public schools, attended by 39,837 pupils.

We have now reached ground for some comparison of results of the present system with those of the system which it superseded. The Summer Term, being a complete one, furnishes the only trustworthy data for the comparison. I shall, therefore, deal chiefly with the statistics of this Term. In the Summer Term of 1871, there were, including the Grammar Schools, 910 schools under the supervision of the Chief Superintendent; in the corresponding Term of 1872, there were, in all, 887, decrease 23.

The following statement will exhibit the details of this comparison :—

	1871.	1872.		1871.	1872.
Albert,	40	47	Queen's,	60	58
Carleton,	79	83	Restigouche,	15	20
Charlotte,	90	86	St. John,	122	144
Gloucester,	37	8	Sunbury,	29	34
Kent,	56	36	Victoria,	31	17
King's,	98	90	Westmorland,	89	82
Northumberland,	75	55	York,	89	127

When it is borne in mind that the organization of schools under the law has been impeded, not only by the forms of opposition which have almost uniformly attended the introduction, in other countries, of direct assessment for the support of schools, but especially by those arising from dislike to the public and non-sectarian character of the schools sought to be established, the comparatively small decrease of 23 schools is a striking testimony of the general acceptibility of our present Free School System.

In the Province of Nova Scotia, where the opposition to non-sectarian Schools did not assume an organized form, (persons of all christian denominations being willing very generally to unite in the organization and support of Common Schools), the decrease in the first Term under the Free System, was 172 schools, and in the second term, 177. The reports of the County Inspectors given in Part III of this Report, Appendix B, shew that much misapprehension has prevailed in some Counties, as to the character of the instruction provided by the Common Schools Act. I feel persuaded that when those who, on religious grounds, inveigh against the promoters of this Act, shall divest themselves of all prejudice in this matter, and see clearly just what the present school system aims to accomplish for all the people, their influence will not be longer be used to obstruct the organization of the schools it contemplates. Certain I am, that experience and observation will convince the Roman Catholics of this Province that "their fellow-citizens are not the unbelievers and dangerous characters they are represented to be; that they have more interests and feelings in common with them, than in opposition to them; that the tendencies of the age, and of all the institutions and enterprise of the country, are to co-operation and union among all classes of citizens, rather than to isolation and estrangement from each other; that there is no part of the civil and social economy in which this general co-operation and unity are more important and advantageous to all parties, than in the mental development of the whole youthful population of the country, and the diffusion of general knowledge; inasmuch as all situations of trust and emolument in our country are directly

or indirectly depending upon the elective voice of the people, every man is inflicting an injury upon his children, who seeks to isolate them from that acquaintance and intercourse and community of feeling with their fellow-citizens, which in the very nature of things, is necessary to secure general confidence and favour."*

On referring to the attendance at these schools, it will be seen that the amount of education given has been much beyond that of any former period. The total number of pupils in the Summer Term of 1871 was 33,981, while in that of 1872 it was 39,837—increase 5,856. This must be regarded as most satisfactory progress, since *the advance exceeds that made during the whole of the previous ten years.*

The following is the total attendance:—

	1871.	1872.
Albert,	1,502	2,079
Carleton,	2,719	3,437
Charlotte,	3,800	4,068
Gloucester,	1.421	304
Kent,	1,549	1,593
King's,	3,152	3,649
Northumberland,	3,023	2,186
Queen's,	1,776	2,026
Restigouche,	618	877
St. John,	5,812	8,286
Sunbury,	955	1,110
Victoria,	915	758
Westmorland,	3,403	4,450
York,	3,035	5,014
Total,	33,981	39,837

It will be observed that the increase referred to was made by ten out of the fourteen counties Further: these ten counties show an increased attendance of 7,223. The counties of Gloucester, Kent, Northumberland, and Victoria show an aggregate loss of 1,367, the most of which (1,117) occurs in Gloucester alone. An inspection of the Table previously given will show the proportion of the population in each County attending the public schools. It will be seen that in this particular, much remains to be accomplished before the privileges of education shall be as common to all the people as our obligations and necessities demand. But an impartial consideration of the results of the first year's operation of the Free School System, as shown by the attendance on the schools in the counties adopting it, must convince thoughtful men not only that there was a clamant necessity for educational reform, but also that the system inaugurated by the Common Schools Act is well adapted to diffuse the benefits of education universally among the people of New Brunswick.

It may be thought that, in founding general statements upon the results of a single year's attendance, I have not weighed with sufficient care all the conditions under which these results have been reached. Be that as it may, it is to be kept in mind that we are not without the records of history to guide us in this matter. If New Brunswick were the first country on this

* Dr. Ryerson, Chief Superintendent, Ontario.

continent, instead of almost the last, that enacted a Free School Law, the present system might fairly be considered an experiment. But the success of the Free School System has not been left, under Providence, to our decision. The truth is, its success or failure in New Brunswick must judge us as a people. *We*, rather than *it*, are on trial. In this view, it will be instructive to compare our position with that of others; and with no country can the comparison be more trustworthily instituted than with the Sister Province of Nova Scotia. Including the Grammar Schools of each Province, the following is the attendance on the Public Schools from 1861:—

	NEW BRUNSWICK.			NOVA SCOTIA.		
	WINTER.	SUMMER.	Estimated No. of different Pupils at School some portion of the year.	WINTER.	SUMMER.	Actual No. of different Pupils at School some portion of the year.
1861.	25,618	27,982		31,409	35,895	
1862.	26,401	28,630		34,111	38,023	
1863.	26,078	28,487		33,311	41,656	
1864.	27,171	30,632		33,265	37,546	
1865.	27,879	30,496		***35,151**	**43,771**	
1866.	28,333	30,264	39,708	**45,131**	**56,017**	**71,059**
1867.	28,725	31,364	40,939	**61,718**	**70,075**	**83,048**
1868.	28,226	31,988	41,397	**65,083**	**72,141**	**88,707**
1869.	30,431	33,327	43,471	**72,756**	**75,523**	**93,731**
1870.	31,487	34,336	44,832	**74,321**	**76,237**	**94,496**
1871.	32,673	33,981	44,872	**74,759**	**77,232**	**92,858**
***1872.**	**28,756**	**39,837**	**49,422**			

The population of New Brunswick in 1861, was 252,047, and in 1871, 285,594. That of Nova Scotia, for the same years, was 330,857 and 387,800.

The number of different children at school during some portion of the year has never been reported in this Province. The education department will be in a position accurately to determine this matter in 1874, and thereafter, year by year. In the statistics above given under this head, the figures have been derived by adding to the Summer attendance one-third of that of the winter, in pursuance of the estimates of Dr. Bennet. I am, however, of the opinion that the addition of twenty-five per cent. of the winter attendance would give a result nearer the fact.

Omitting from furthur consideration the yearly attendance, three important facts are disclosed by the statistics of the winter and summer terms:

1. That previous to the introduction of the Free School System into Nova Scotia, New Brunswick was educating fully as large a proportion of her population as the sister Province,—the comparison from 1861 to 1864 inclusive shewing an average of 0.3 per cent. in favor of New Brunswick.

2. That since the introduction of Free Schools in Nova Scotia, that Province has out-distanced New Brunswick, and taken a foremost position among the educating countries of the world, so far as the amount of instruction is concerned. The comparison shows that from 1865 to 1871 inclusive, a period of seven years, Nova Scotia has been educating, on the average, 35¼ per cent. more of her population than New Brunswick. The fact indicated by this percentage may be more fully appreciated, by expressing it as follows — taking the census rates:—

* *The first year* under the operation of the Free System.

	ATTENDANCE MADE BY N. B.		ATTENDANCE THAT N. B. WOULD HAVE MADE AT THE RATE OF N. S.	
	WINTER.	SUMMER.	WINTER.	SUMMER.
1865	27,879	30,496	26,421	32,900
1866	28,333	30,264	33,808	41,963
1867	28,725	31,364	46,079	52,319
1868	28,226	31,988	48,429	53,681
1869	30,431	33,327	53,957	56,009
1870	31,487	34,336	54,933	56,349
1871	32,673	33,981	55,056	56,877

3. That, comparing the attendance at school in New Brunswick during 1872 with that reached in Nova Scotia in 1865, the educational progress of New Brunswick has surpassed that of Nova Scotia during the first year of the operation of the Free School System. A comparison cannot properly be instituted between the results of the winter Term, since on April 30th 1872 our Free Schools had been established but 3½ months, while on April 30th 1865 those of Nova Scotia had been in operation 6 months. So great a disparity in time during the first Term, precludes any just comparison. Taking the results of the Summer Term, therefore, as the true basis of comparison, it will be seen that our attendance in the Summer Term of 1872 exceeded that of 1871 by 5,856 pupils, or 17.23 per cent; while that of Nova Scotia in the Summer Term of 1865 exceeded that of 1864 by 6,225, or 16.58 per cent. But the true comparison lies in the proportion of the population at school, in each Province, during these periods. Taking the census rates, the population of New Brunswick in 1872 would be 289,192, and that of Nova Scotia in 1865, 352,544. The proportion, therefore, of our population, at the public schools in the Summer Term of 1872, exceeded that of Nova Scotia in the Summer Term of 1865, by no less than 10.95 per cent. For the periods compared, New Brunswick had at School 1 in every 7.26 of her population, while Nova Scotia had but 1 in every 8.06. It is to be borne in mind that in the case of New Brunswick but 3½ months had elapsed at the beginning of the Summer Term, since the change in the school system was effected; while a full Term of 6 months had expired in the case of Nova Scotia.

The results of the foregoing comparison certify New Brunswick thus far a measure of success superior even to that of Nova Scotia, in her efforts to establish a system of free education. There is no good reason why this Province shall not in a few years surpass Nova Scotia in the vigor of her school system, and the universality of its influence among the people. United and patient effort is all that is required.

THE AVERAGE ATTENDANCE.—Too short a period has elapsed since the introduction of the free system in this province, to determine its effect upon the regularity of the attendance at school. It has been urged by some, that when there were no fees paid the attendance must be much more irregular, since there was no pecuniary inducement operating upon the parent to keep his child at school, and, more especially, because of the number enrolled in any free school, there must be a large proportion whose parents care little for the education of their children. Were these views correct, I fail to see that they constitute any real objection to the present system. As to the pecuniary inducement, the present system of New Brunswick provides this in a more powerful way, in the mode of appropriating the county fund. The interest in the attendance is reciprocal between all the property holders of the district, and is not confined to individual parents merely. This community interest, in the course of a few years, will beget a strong public opinion against

absence from school. When every rate-payer clearly understands that irregular attendance at school, either of his own or his neighbours' children, means increased district taxation, parental neglect will not permanently prevent any child from knowing that indifference to school privileges and duties is regarded with public disapprobation. The average attendance in Nova Scotia has been greater since the schools were free, and I think the same results will appear in New Brunswick. The following comparison is of interest :—

NUMBER OF PUPILS DAILY PRESENT ON AN AVERAGE PER 100 ENROLLED.

	Winter.		Summer.	
	N.B.	N.S.	N.B.	N.S.
1865	51.80	62.63	52.40	57.41
1866	52.50	57.58	51.50	58.00
1867	51.90	56.86	50.70	55.36
1868	53.90	58.33	53.00	58.09
1869	54.95	60.00	52.15	56.30
1870	53.78	55.90	52.50	56.10
1871	54.99	58.30	53.06	56.60
1872	64.45		50.32	

When comfortable houses have been built, good books and apparatus provided, and competent teachers placed in charge of the schools, we will be in a position to deal effectively with the question of irregularity of attendance. It will be found, when this condition is reached, that the question has been well-nigh solved already.

SUPERIOR SCHOOLS.

The grant to superior schools is not now confined to any particular district within a Parish, but is open to competition on the part of all, under the following conditions prescribed by the Board of Education :—

CONDITIONS OF COMPETITION FOR THE GRANT: The following conditions are prescribed for the receipt of the Grant to Superior Schools:—

(1) The School shall not be located in the same District as the Grammar School.

(2) It shall be taught in a superior manner by a male teacher of the first class.

(3) The School accommodation, apparatus, and text-books, shall be such as are prescribed or recommended by the foregoing Regulations of the Board of Education respecting Common Schools.

NOTIFICATIONS: The Trustees of any District wishing to compete for the additional Provincial Grant to Superior Schools, shall notify the Inspector of their intention on or before the first week in February 1872, and on or before the first week in December in subsequent years; and successful Districts shall be notified by the Chief Superintendent on or before the first week in June following.

A list of the successful competitors is given in Table XI. The schools did not, in several cases, entirely fulfil the conditions named, especially in the matter of accommodation, apparatus, and text-books. The Trustees and teachers, however, very generally exerted themselves to meet, as far as possible, every requirement. This grant, carefully administered, will very soon secure a large number of excellent school houses, thoroughly equipped with the materials of instruction.

GRAMMAR SCHOOLS.

The 53rd section of the Common Schools Act, provides for the voluntary union of the Grammar School Trustees and any board of districts school Trustees, for the support and management of the county Grammar School,

subject to the approval of the Board of Education. At the introduction of the law, the Board published such conditions of union as it was prepared to sanction, as follows:—

CONDITIONS of UNION.— The Board of Education names the following conditions for the union of Grammar and District Schools:—

(1) That all the Schools of the District shall be a continuous series.

(2) That the most advanced department constitute the Grammar or High School and be subject to the joint management of the Grammar School and District Trustees.

(3) That the Grammar or High School department be open free to all pupils of both sexes, resident in the County, on the same conditions of qualification as to pupils resident in the District.

(4) That the Teachers (and any class-room assistant) of each department of the series receive Provinical aid,—the Teacher of the High School department receiving the Grant allowed to a first class.

(5) That the District Trustees receive aid from the County fund for all the pupils in attendance in all the departments.

(6) That the Grammar School Grant be paid as usual.

Most of the boards of Grammar School Trustees responded promptly and favourably to these proposals. Their co-operation has been of great value in working out the series of schools adapted to the populous localities in which the Grammar Schools are situate. Antagonisms have thus been avoided, and the educational forces of the country rendered more effective. A general exhibit of the Grammar Schools is given in table XII. At the present time, those located in Bathurst, Chatham, and Hampton, are the only ones not in union with the Common Schools. The two former districts have refused to organize Common Schools. I do not certainly know why a union has not been secured in Hampton.

If the existence of the Grammar School in any district has the effect of depriving the people of that district of the privileges of a free education, an adequate remedy must be had. The nature of my duties during the past year precluded me from visiting many of these Schools. I expect to overtake this work the coming year. I shall be in a position to report how far these schools are furthering the higher education of the country, and what measures, if any, are needed to secure more perfectly the desired results. Within a very few years, we shall be in a position definitely to determine the number and character of these secondary Schools. Their special business should be to take up the work of education where most of our Common Schools leave it, and carry it forward to that point where it may connect directly with the University. This design fairly, patiently, and persistently worked out, will prove the truest economy of means and forces already in operation, and constitute a powerful and harmonious system of education for New Brunswick.

PROVINCIAL TRAINING AND MODEL SCHOOL.

Table XIII. in Part II., and the report of the Principal in Part III., Appendix A., present pretty full information respecting this institution.

In pursuance of the provision of the Common Schools Act which empowers the Board of Education to provide for the efficient working of a Training and Model School, very careful attention was given to this whole matter at the introduction of the law. It was deemed absolutely necessary to extend the time of each session to five months, in order that tolerable facilities for instruction in the theory and practice of teaching and school management might

be secured to the students in attendance. The following important Regulations of the Board of Education set forth the time and duration of each session, the qualifications of admission, the general course of instruction and its aim, and the rules which regulate the conduct and government of the institution :—

SESSIONS OF THE TRAINING SCHOOL: There shall be two Sessions, or Terms, of the Training School in each year, as follows: The first Term shall begin on the first Wednesday in November, and close on the Friday preceding the March Examination; the second Term shall begin on the first Wednesday of May, and close on the Friday preceding the September Examination. Students shall not be admitted after the first week in the Term, except by the consent of the Principal, to whom all applications for admission are to be addressed.

QUALIFICATION FOR ADMISSION: The minimum qualifications of applicants shall be those prescribed for Teachers of the Third Class, omitting professional subjects. In all cases certificates of good moral character must be lodged with the Principal. Holders of valid licenses from the Board of Education shall be eligible for admission without examination, on presenting their licenses.

COURSE OF INSTRUCTION: While securing instruction in the ordinary branches of knowledge required to be taught in the Schools of the Province, the course of instruction shall be specially directed to the imparting of a specific knowledge of School Organization and Management, and Method in teaching. The departments of the Model School shall be so arranged as to secure to teachers-in-training facilities for the illustration and practice of the most approved methods of teaching and conducting Schools.

BYE-LAWS OF THE TRAINING SCHOOL: The following Bye-Laws shall be publicly read by the Principal at the opening of each Term, and a copy of them shall be conspicuously posted in the Training School:—

(1) The Training School shall be in session 6 hours every week-day during the term, Saturday, public holidays, and the Christmas vacation excepted.

(2) It shall be the privilege of the Principal, or his Assistants, to open and close the daily session by reading a portion of Scripture and by prayer. No student shall be required to attend these exercises who shall, by written application to the Principal, ask to be excused on conscientious grounds.

(3) The students shall be regular and punctual in their attendance in their several classes; and shall for any case of absence express to the Principal the cause thereof. Students not present when the Roll is called, or who leave any class without permission, shall, in the discretion of the Teacher, be marked as absent.

(4) The students shall give due attention and respect to the Teachers; shall act towards each other with becoming courtesy; and shall, both within and without the Institution deport themselves in a manner befitting their future profession as educators of the young.

(5) The students shall take every possible care of the buildings, furniture, apparatus, grounds, and other property belonging to the Institution; and damages caused by any student shall be repaired at the expense of such student.

(6) Any student shewing disrespect to a Teacher, or discourtesy to a fellow student, shall be admonished and censured by the Principal; and if persistent in such offence, shall be dismissed. Any student guilty of gross immorality shall be summarily expelled.

(7) Each Teacher shall keep a Class Roll, which he shall call at the beginning of each lesson, marking absentees. He shall also keep a Record Book, in which he shall record at each lesson the merit of each student's recitation, and also the absence of a proper deportment on the part of any student. Record marks shall be made in parts of 100.

(8) Two days of each month of the Term, beginning with the last Thursday of each month, shall be devoted to the Work of Review. On Thursday the exercises shall be conducted orally on the work of the previous month, and on Friday by written exercises on previous work of the Term. The closing Review of the Term shall be conducted wholly as the Principal may determine.

(9) Each teacher shall make a weekly Report of the average of each student's marks in attendance, deportment, recitation, and skill in teaching; as well as the merits of each student's Review exercises.

(10) The Principal shall keep and preserve an Official Register, in which he shall enter each week the standing of each student with respect to attendance, deportment, recitation, and professional skill.

(11) At the close of each Term the Principal shall report to the Chief Superintendent of Education, for the information of the Board of Education, all matters of importance relative to the working of the Institution; and in such report he shall present a classification in three grades of those students who shall have proved themselves entitled to the same—such classification to be based upon skill in teaching, coupled with a prompt, courteous and successful performance of the work of the Term. Students eligible for classification, whose professional standing, obtained on the foregoing basis, shall reach 25, and be less than 50, shall be classed as possessed of FAIR teaching ability and skill; 50 and less than 75, GOOD; 75 and upwards, SUPERIOR; and the professional qualifications of each shall be expressed in both figures and words. The professional classification of each student shall be recited in any license obtained on examination.

(12) The Principal shall, at the beginning of each Term, acquaint the students with the following details of the system of classification by which their *professional* standing is to be determined:—

1. Except in cases of sickness, an average of punctual attendance less than 75, or an average of deportment less than 75, shall totally disqualify a student for classification.
2. An average of recitation less than 75 shall disqualify for class SUPERIOR; less than 50, for class GOOD; less than 37½, for class FAIR.
3. The professional standing of those eligible for classification shall be obtained by an average of the following:—
   (*a*) The estimate on the regular practice in the departments of the Model School.
   (*b*) The estimate on special practice.
   (*c*) The estimate on recitation in professional work.
   (*d*) The estimate on written exercises on professional subjects.
   (*e*) The estimated value of criticism on the practice of fellow students.
   (*f*) To the general average of the foregoing shall be added ten per cent. on the excess above 75 of the student's standing in attendance, deportment, and recitation.

(13) The students shall lodge and board at such houses only as are approved by the Principal.

The practising or Model School consists of two departments, instead of three as formerly, each department having two sections or grades. Arrangements were entered into with the Board of Trustees of Fredericton, by which these departments form a part of the regular series of the City Schools. Advantage will ere long be taken, by the consent of the Trustees, of some of the best of the more advanced grades of the Fredericton Schools, for the illustration of certain principles of method and modes of management. In respect of the practising departments, in charge of Miss Tweedie and Miss Minard, a most creditable degree of efficiency has been reached. Mr. Crocket has heartily co-operated with me in every effort to make them of the highest value to the Training School, and a credit to the Province. They are the right arm of this institution. However ably and laboriously the Principal of the Training School may discuss the subjects of Method and Management, his efforts must be comparatively unfruitful unless adequate facilities for illustration and practise are at his command. Principles must be embodied in practise before the very eyes of the Students, and they themselves must have regular opportunities of practise, conjoined with competent and judicious criticism.

Mr. Crocket and his assistant, Miss Gregory, have unremittingly devoted themselves to the duties of the School, during the year. The more efficient this institution can be made, the greater will be the benefits conferred on the Common Schools of the Province. The demand for thoroughly qualified teachers is beyond the present supply. Whatever is necessary for the more effective equipment of the Training School, is to be regarded as an evidence of educational progress throughout the Province. I am clearly of the opinion that the demands of the Free School System, will ere long require the enlargement of our operations in the Training School.

The following Order was made by the Board of Education on May 31st, 1872:

Ordered, That after the present Term, all persons admitted for instruction at the Provincial Training School, shall be required to subscribe the following declaration at the time of their enrolment:—

DECLARATION: I hereby declare that my object in seeking admission into the Training School, is to qualify myself for the Teacher's Office, with the intention, if receiving a License, to engage actually in the work of teaching,—and if I shall not teach a School in New Brunswick under the Common Schools Act, for 3 years within the 5 years next following my receipt of License, I engage to repay to the Board of Education the amount paid me for expenses at the Training School.

The allowance of $24 towards expenses is now paid to each student-teacher at the close of the Session, and for as many Sessions as he or she may find it advantageous to attend. Those holding District Licenses issued under the Parish School Act, and who have previously attended the Training School, will receive the same pecuniary aid as others, while attending the School. It is most desirable that every Teacher should, sooner or later, be able to attend at least two Terms.

MISCELLANEOUS.

In consequence of the unsettled condition of School affairs during the year, I considered it of little use to send out blank returns with a view of ascertaining accurately the amounts expended for houses, lands, apparatus, &c. Many districts were not in a position to make these returns until after the Annual School Meeting. Having first organized the means of securing such information in Nova Scotia, my experience leads me to adopt the plan of ascertaining every two years what has been the local INCOME and EXPENDITURE, and what is the condition of each District in respect of School property,—houses, lands, apparatus, &c. By this plan, very trustworthy statistics will be had, and the foundation laid for accurate reports on these topics, for the future. It must not be forgotten that accuracy is the moral quality of statistics, and that inaccurate statistics are worse than useless,—they are misleading. I hope to present some trustworthy statistics on these points in my next Report. We shall then be in a position to institute comparisons with other countries in respect to School accommodation, the cost of education per pupil, and the devotement of means to the purposes of education.

A trustworthy statement of the average rate of salaries of the several classes of Teachers, will be found in Table VIII. This table is founded on the contracts existing during the Winter Term. Statistics of interest respecting the disbursements of the Government grants to Teachers, and the appropriation of the County Fund to Trustees, are given in Tables IX. and X. The disbursement of the allowance to Teachers attending the Training School is set forth in Table XV.; and the total Legislative expenditure in aid of Public Schools, to May 1st, is exhibited in Table XVI.

The various branches and the number of pupils engaged in each branch are shewn in Table III. The number of Teachers employed and the number of each class are stated in Table IV., while the entire period of service of those of the first class is given in Table V. A statement of the visits to the Schools by Trustees, Inspectors, Clergymen and Members of Parliament, is contained in Table VII., as well as the number of public examinations held, and the number and value of prizes given under the supervision of the Trustees.

TEXT BOOKS.

By the provisions of Section 6 (5) of the Common Schools Act, the Board of Education is empowered to prescribe text-books and apparatus for the use of Schools. No duty devolved upon the Board by the Act has been more onerous,

and none has been the subject of more continuous and careful deliberation. A uniform series of really good text-books is one of the greatest boons that can be conferred upon the Schools of any country. Once secured, it promotes economy, since the same books may, for years, be made to serve different members of the family, and in whatever district they may happen to reside. It renders classification easy, and thus promotes order and system in School work. It gives definiteness to the work of the Teacher, and tone to the whole matter and course of instruction.

On ascertaining, in view of the new Act, the position of the Province in respect of School text-books, I felt it incumbent on me to urge upon the Board of Education the immediate exercise of the power conferred upon it in this behalf, multiplied as were the other duties claiming its attention. In the discharge of this duty it has been the aim to secure books attractive in appearance, trustworthy in subject-matter, clear and natural in method, and of reasonable cost. Wherever it was not possible to secure all these qualities in the degree desired, preference has in all cases been given to the subject-matter and the method. I have some assurance in saying that the Schools of no country on this continent have text-books superior to those which have thus far been provided for New Brunswick. Much perplexity was experienced in dealing with the subject of Reading Books. After very careful consideration, the Board was convinced that a better series could be prepared than any before the public, and it was resolved that steps be taken to secure the issue of a new series prepared in accordance with sound principles of didactics, and specially adapted to meet the requirements of a system of public education. The Primer (with Wall Sheets) and four Readers have been published, and the series will be completed during the year.* Steps have also been taken to provide elementary reading books of equal quality for the French districts of the Province. The MSS. have been approved by the Board, and it is hoped that arrangements may shortly be effected by which their publication may be secured.

In a few subjects of study, no text-books have yet been prescribed. These are under consideration, and a decision will be reached as early as possible.

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* The following opinions respecting the "Royal Readers" are appended: —

The true touch-stone of the value of a text-book is its effect upon the learners. With this in view, I have watched the progress of several children from the beginning of the School Primer onwards. I bear willing witness to the rapidity and thoroughness of their advancement and also to their eager interest and manifest pleasure in learning to read. I wish to express my sense of the great good you have done by the improvement effected in this department alone. — PROF. THOMAS HARRISON, *University of New Brunswick.*

The readers that have as yet been issued, (four) need only to be examined in the light of sound educational principles to prove their complete adaptation to our wants and the wisdom of the Board of Education in prescribing them. — *Daily Telegraph and Journal, St. John.*

Great pains have evidently been taken with their compilation, and everything seems to have been thought of to make them at once useful and attractive.

The books both in outward form and inward character are, in my judgment, superior to any series of Reading Books which it has been my fortune to meet with. — H. G. ROBINSON, M.A., *Canon of York, Eng., and one of the Endowed Schools Commissioners.*

The "Royal Readers" are the most interesting and instructive books of the kind I have yet seen. — MISS OAKLEY, *College for Ladies, London.*

I have very carefully examined the "Royal Readers." The plan is excellent, and the execution, if I may say so, even better. They are out of sight the best Series of Reading-Books published. — T. MORRISON, M.A., *Rector of the Free Church Normal School, Glasgow, Scotland.*

I have examined very carefully the "Primer," and Nos. I., II., and III. of the "Royal Readers," and I have no hesitation in saying that they are, in my opinion, incomparably the best English Reading-Books that have ever been published. The adaptation of the means to the end in view is perfect. — A. MONTGOMERIE, LL.D., *Principal of the Ladies' College, Glasgow, Scotland.*

They are admirable in every particular. Nothing, in my opinion, would more contribute to the improvement of Education than the wide circulation of these books, and the intelligent handling of them. — M. PATERSON, *Rector of the Training School, Moray House, Edinburgh.*

AIDS FOR LESSONS IN NATURAL HISTORY.—This matter has received some attention. Suitable lessons on animals and plants are of much service in school work. The habit of careful observation lies at the bottom of all sound generalization, and natural objects, or faithful representations of them, supply the most powerful means of cultivating this habit in the young. But it is essential that any such aids introduced into the School room shall be true to nature in every particular, and that an obvious method shall determine both their character and extent. I anticipate that the Board of Education will shortly be able to secure suitable diagrams of animals and plants, for use in our schools. When secured, Teachers will be able, with much advantage to other studies, to enliven the work of the School room with interesting lessons respecting animal and plant life.

INDUSTRIAL DRAWING.—The subject of elementary drawing, especially with a view to its industrial applications, has also been the subject of some correspondence during the year. The Board of Education will, I think, do well to await the completer development of the plans now in progress in Massachusetts, under the supervision of Mr. Walter Smith, State Director of Art Education. It is my purpose, if other duties permit, shortly to give this whole subject the attention which it deserves, and to solicit the action of the Board of Education with a view to the taking of such preliminary steps as our circumstances may justify.

PLANS OF SCHOOL HOUSES.

Nova Scotia was the first country that provided by statute for the classification of all the school going children of populous districts into an ascending series of grades, according to the attainments of the children. The Common Schools Act of this Province contains a similar enactment, and means have been adopted within the past two years, to secure some of the more obvious advantages of this mode of organization in the Province of Ontario. This important provision—contained in the 29th Sec of the Common Schools Act—has received the careful attention of the Board of Education during the year. Regulations 5—14 cover the whole subject of school buildings, furniture and premises, adapted to the special requirements of the law. The difficult subjects of the heating and ventilating of school buildings, have been examined with much care. There is no feature of the school service of greater importance to the country than the character of the school accommodation. It is quite within the reach of every school district to secure houses and furniture suitable for school work, and to arrange the school premises in a proper manner. The question of expense scarcely enters into the subject, since a suitable equipment is not necessarily more expensive than an unsuitable one, and whatever is essential to the physical welfare of the children while at school cannot properly be withheld by any district. In order the better to assist the local parties in providing suitable accommodation, the Board resolved to publish plans for the construction and furnishing of school houses. J. T. C. McKean, Esq., Architect, St. John, was employed to prepare such designs and general specifications as would meet the requirements of the Act and the Regulations of the Board. After these designs were approved, they were lithographed by the St. John & Halifax Lithographic Co., and published in book form. A supply has been lodged with each County Inspector, and the use of the plans can be had free of charge by any board of District Trustees. Full sets of Working Drawings were

also procured from the architect, and the Education Office, through the Board of Public Works, supplies, on application, copies of these drawings without charge to any district about to erect a new house. Considerable time and means have been expended upon these plans, but I have felt justified, by the importance of the subject, in urging the Board of Education to make permanent provision for their supply. I know of no country where this matter has been met in so satisfactory a way, and the result will be that in a few years New Brunswick will have healthy, convenient and comely school houses.

As already intimated, I am not in a position to report the number of new houses built during the past year, or the amount expended for school accommodation. I am aware that many districts deferred the erection of new houses, in order to secure the perfected plans of the Board of Education. It will be seen by the Inspectors' Reports, that a good number of new houses were built, York County alone having erected some thirty. Special mention should also be made of the two school houses erected by the Trustees of the town of St. Stephen, at a cost of over $10,000.

A STAFF OF QUALIFIED TEACHERS.

The supply of qualified teachers, and their retention in the school service, is a problem which no Province or State on this Continent has satisfactorily solved. In the business of education, the man or woman who educates, is everything. A qualified teaching staff, is therefore, necessary to the wide diffusion of sound education. This truth has been clearly apprehended and deeply felt by those entrusted with the administration of public systems. While too much attention can hardly be bestowed upon school-houses, furniture, text-books and apparatus, it is evident that these, however skilfully devised, stop short of the requirements of the case. The matter lies deeper. The living agent, the teacher, is the power which actually determines the efficiency of all other instrumentalities. What is manifestly required therefore, as an essential part of a common school system, is a staff of efficient teachers, men and women skilled in the difficult business of teaching. This is the very heart of the whole thing. Failure here is not made good by houses, books, or other appliances: it is failure out and out.

"The teacher is the school." My experience and observation, both on this Continent and in Great Britain and Ireland, have forced the sentiment of the old maxim into my blood. I should not discharge my duty satisfactorily to myself, if I failed to give expression to the strength of my convictions on this point. Let any intelligent person fix his mind for a little on the best teacher he ever knew. Let him call to mind the sweetness of that teacher's ways, the clearness of his methods, the accuracy of his knowledge. How skilfully he put one in possession of one's own powers. How soon his pupils began to respect themselves, and to have confidence in their own abilities. How delightful to them was study, and how soon they learned, and with what an outcome of genuine power, that the boundless world of knowledge was not his alone, but theirs, and all men's. Place now such a teacher in every school in New Brunswick: what possibilities of noble endeavor and achievement could be denied to a people reared under such guidance! And yet the Parliament of New Brunswick, having called into existence a system of free education, is under obligations to do its utmost to secure this very result. Just as far as we approximate

it, and no further, shall we attain the object for which any public educational provision can legitimately exist.

I wish to suggest for the consideration of Parliament what appears to me to be fundamental in this matter. It is this: the deliberate adoption of such measures as are calculated to bind the whole brotherhoood and sisterhood of teachers of this Province together in a recognized profession. I here take it for granted that the business of teaching can fairly be shown to meet the conditions demanded of the general professions, though differing, of necessity, in some of its aspects from them all. I shall, therefore, proceed at once to specify the two conditions which, in my judgment, are essential to its actual assumption of such a character before the public. The first condition is this:—

None but persons who prove themselves qualified in a prescribed degree must receive authority to engage as Teachers in the Public Schools.

This condition is fundamental. Now it is certainly possible to ascertain with sufficient accuracy whether the attainments of any applicant for authority to practice in any recognized department of the profession, are such as to warrant, without injustice to any, the issue of that authority in accordance with established principles applicable alike to all. A common authority must guard the door of admission to the profession, and the character of this common authority, and the uniformity of its operations, must be such as to preclude all suspicion of favoritism, and command in all respects the confidence of the public.

This first condition has been, I trust, fairly met by the action of the Board of Education respecting the qualifications and classification of teachers, as set forth in the following Regulation:

Regulation 30.—*Licensing of Teachers under the operation of the Act:* The following rules are prescribed with respect to the licensing of Teachers under the operation of the Act:

(1) *Persons eligible for Examination*: No person shall be eligible for examination for license (except as specially provided by Reg. 32), or for advancement of Class, unless presenting to the Chief Superintendent, *one month* previous to the date fixed for the examination, satisfactory proof—

If a male, that he is 18 years of age; if a female, that she is 16 years of age: That he or she is of temperate habits and good moral character: Has attended the Provincial Training School at least one Term; *or*

Holds, at the time of application, a valid license granted previous to Jan. 15, 1872, under the authority of the Board of Education; *or*

Has undergone training at a recognized Training or Normal School in another country, *or*

Holds a diploma from a chartered College or University:

and no person, except one who, on examination, has failed to obtain a license of any class, or, of the first class by reason of bad spelling, or a student in continuous attendance at the Provincial Training School, shall be eligible for more than one examination within a period of twelve months. Graduates of a chartered College or University shall be at liberty to apply for examination in all the subjects of the syllabus, or in reading and professional subjects only.

(2) *Provincial Licenses:* All Licenses issued by authority of the Board of Education, bearing date subsequent to January 15, 1872, (except as specially provided by Reg. 32) shall be under Seal of the Board; and shall be valid throughout the Province of New Brunswick, during the good behaviour of the holders.

(3) *Times and Stations of Examination:* An examination shall be held each year at Fredericton in March and September, and at St. John and Chatham in September, only,—beginning in each case at 9 o'clock, A. M., on the third Tuesday of the month. The examination shall be held in such building as may be appointed by

the Chief Superintendent, who shall give at least three weeks' public notice thereof in such manner as he shall deem proper. Each station of examination shall be open to eligible candidates from all parts; and no candidate shall be allowed any opportunity of examination other than as specified above.

(4) *Written Examinations:* Except in Reading, the examination shall be conducted wholly on paper; and the Chief Superintendent shall prepare, and shall have printed, suitable questions for each class, in accordance with the prescribed syllabus of examination; and shall supply a sufficient quantity of these papers, together with copies of such rules and instructions as he may deem expedient for the due conduct of the examination. The examination papers shall be securely sealed, and the seal on each package shall be broken in the presence of the candidates when required for actual use in the examination.

(5) *Chief Superintendent to have charge of the Examination—Reading:* The Chief Superintendent of Education shall, either in person or by his deputy, preside at any examination; and shall, previously to distributing any question-papers to the candidates present, determine by oral exercises whether any candidate's knowledge and abilities with respect to Reading are sufficiently accurate and excellent to permit such candidate to undergo further examination for the class of License for which application has been made.

(6) *The Examination to be undergone in good faith:* The Chief Superintendent, or his deputy, shall place on fyle in the Education Office, a sworn report of the examination, in which he shall record any known infringement of the Regulations of the Board. In the event of any candidate taking into the room any book, notes, or any thing from which to derive assistance in the examination, or copying from another, or allowing another to copy from him, it shall be the duty of the Chief Superintendent, or his deputy, to dismiss such candidate at once from the examination, and to remove his name from the candidates' list; but if the evidence of such case be not clear at the time, or be obtained subsequent to such dismissal, the case shall be duly recorded in writing, and the candidate's papers shall be rejected if the evidence be conclusive.

(7) *Estimation of Candidate's papers:* At the close of the examination, the Chief Superintendent shall promptly forward each candidate's papers to the Examiners appointed by the Board of Education, a portion to each, viz: to the Examiner in LANGUAGE, the Examiner in GEOGRAPHY AND HISTORY, the Examiner in MATHEMATICS, and the Examiner in TEACHING AND SCHOOL MANAGEMENT. Each Examiner shall express his judgment of the merits of each paper submitted to him, by means of numbers—taking 100 as the highest possible mark. The Examiners shall return the papers as promptly as possible to the Chief Superintendent who shall preserve them on fyle for a period of five years.

(8) *Spelling*: Each Examiner shall note and report the number of ordinary words misspelled by each candidate; and the average of marks obtained by any candidate on his whole examination shall be increased by .5 as many times as the number of words so reported shall be less than 6. No candidate who misspells upwards of 6 ordinary words in the course of the examination shall be deemed qualified to receive a license in advance of the second class. At the September examination in each year, an exercise in spelling shall on application be prepared for candidates who at any previous examination made an average of 60 or upwards on the papers of the first class, and were debarred from receiving license of the first class by reason of bad spelling. The Exercise shall not exceed one hour in length and shall be confined to common words, and any such candidate not making more than six errors shall be granted a license of the first class without further examination.

(9) *Standards of award:* In awarding Licenses, the following principles shall be strictly adhered to:—

(*a*) To obtain the class worked for, the average of the Examiners' marks (the regulations respecting spelling being duly observed), must be 50 or upwards; to obtain the next lower class, the average must be 40 or upwards; and to obtain the second below the one worked for, the average must be at least 30.

(*b*) In each case, there must be no mark further below half of the required average than the actual average is above the requirement, with this limitation—that where there are more than one paper demanded under one general subject (as in the case of History, Mathematics, &c.), if the average of the marks on these papers equals the required *general* average, these papers shall be exempt from the operation of this principle; and that any candidate making the required average for a given class shall not be debarred hereby from receiving the next lower class.

(*c*) In order to obtain a Grammar School License, candidates will be required to make a general average of 50 or upwards on the whole examination, with no mark in the English branches further below 37.50 than such average is above 50. In Latin the average of marks must be 50 or upwards, and in Greek, 37.50 or upwards. Candidates for this license who have previously made an average of 75 or upwards on the syllabus prescribed for the first class, are to work papers on those subjects only which are peculiar to the syllabus for a Grammar School License. Candidates working the exercises on professional subjects only (1), will be required to make an average of 75 or upwards.

(10) *Results of Examination :* Each candidate shall be notified by mail of the result of his examination, and be furnished with a Memorandum of the estimates placed upon his several papers by the Examiners.

I think it will be admitted that the foregoing regulations fairly meet the first condition specified, at least as far as it is desirable to attempt to meet it in this way. The rest must be left to the operation of the provisions involved in the remaining condition. This Province, then, is in a position to consider with care the second condition referred to. It is this :

Teaching must afford such pecuniary guarantees, as shall permit qualified persons to make it their business for life.

I do not refer especially to the obligations resting upon the local communities in this matter. These obligations are great, and must, of course, be assumed before we shall have a staff of qualified persons making teaching their life work. These obligations will be acknowledged and discharged very much in accordance with the estimate placed by the Legislature of the Province upon the QUALITY of the work performed in the Schools. This estimate can find effective expression only in the means adopted by the Province to insure to the people that the character of each teacher's work shall be regularly and adequately tested, and publicly made known by the giving or withholding of suitable rewards. Granted such were done by the Province, it is plain that the local communities would thus be continuously appealed to by the importance assigned to the business of teaching. I make no doubt in saying that it is the duty of the Province to lead in this matter, and with solicitude to foster an abiding educational interest in the minds of of all the people. I shall, therefore, confine my suggestions to such pecuniary guarantees as, in my view, the Province can fairly undertake in this behalf, and ere long ought to undertake. The guarantees which I propose to every successful teacher,—*i. e.* to every teacher whose quality of work attests his success year in and year out—are definite pecuniary emoluments in the event of ill-health or old age overtaking him while engaged in the school service of the Province. These emoluments should be proportioned to the teacher's success and his period of public service.

It is obvious that Provincial guarantees thus conditioned, involve the periodic classification of the SCHOOLS by competent men, involve in short an efficient system of School inspection by the Province. I do not stay to demonstrate that a well-ordered system of inspection is the right hand and eye of a public school system, since it is equally necessary whether the pecuniary guarantees of which I speak be provided or not, and since the provisions of Section 11 of the Common Schools Act, and Regulation 42 of the Board of Education, manifestly contemplate just such

a system of inspection as is required to secure the object immediately under consideration :

SEC. 11.—From and after the period of five years from the time this Act goes into force, the Provincial aid to Teachers and Assistants, qualified and employed as aforesaid, shall be regulated in part according to the class of license, and in part according to the quality of the instruction given in the School as determined by the semi-annual examination of pupils by an Inspector, as follows: For the School year, or rateably as above, Male Teachers of the first class, one hundred and ten dollars; of the second class, eighty dollars; of the third class, sixty dollars: Female Teachers of the first class, seventy dollars; of the second class, fifty dollars; of the third class, forty dollars: in addition, each Teacher whose School shall be reported by the Inspector, in respect of quality of instruction, as entitled in any half year to the first rank, shall receive for the half year at the rate of forty dollars per year; the second rank, at the rate of twenty-five dollars; the third rank, at the rate of ten dollars, or rateably as above; each such Assistant shall receive a sum equal to one-half the grants to Teachers.

FROM THE REGULATIONS OF THE BOARD.—The sum placed at the disposal of the Board of Education for Inspectors' salaries is insufficient to secure the services of professional Teachers for the office. It is believed that the interests of education will be best promoted by the employment of Inspectors, for a limited period, chiefly in the work of making practically known to the people the provisions of the law, the steps to be taken to secure its advantages, the requirements respecting school accommodation, the careful and proper adjustment of boundaries, and in short, all matters necessary to enable every District to become so familiar with correct modes of procedure as to ensure the regular support of schools. As soon as this condition is reached, the work of inspection proper will require special attention, and demand professional qualifications for its successful discharge, as contemplated by the following Regulation:—

Regulation 42.—*Uniform certification of candidates for Inspectorships :* In view of the operation of Section 11 of the Act, all candidates for the office of Inspector shall, at or before the period assigned for the operation of such Section, have taught for a period of at least three years, and shall have obtained a license of the Grammar School Class in accordance with Regulations 30 and 31; and upon appointment to office each Inspector shall spend one term at the Provincial Training School, or such time as the Board of Education may require, with a view to a more perfect acquaintance with the methods of School Management and Teaching to be employed in the schools of the Province.

Taking it for granted that the schools of a population not exceeding 40,000 will be assigned to each Inspector in the discharge of the duties contemplated by Sec. 11 of the Act, I shall briefly outline the manner in which they may be periodically classified in respect of the *Quality* of work done in them. I would group all school subjects under two heads,—*Obligatory and Optional.* The obligatory subjects would be (say) such as reading, spelling, writing, arithmetic, geography, English grammar and composition. The optional subjects would include all others now taught in our schools, with the elements of vocal music, industrial drawing, and physical science.

The Board of Education would adjust and publish a programme of proficiency in obligatory subjects, and another in optional subjects. I am aware of the difficult and responsible task involved in the preparation of these programmes; but it is practicable. The great point to be had in mind is to save the programme from stimulating mechanical teaching, to grasp subjects vitally and not by mere externals, and to lift principles to the surface, and not mere forms. To entitle any school to be classed at all, not less than 75 per cent of the number of pupils on each class-roll should be presented for inspection. To entitle a school to the first rank 65 per cent. should pass in the obligatory subjects, and an equal percentage of those engaged with optional subjects should pass in two subjects of this programme,—it being obligatory to teach two of such subjects (if the condition of the school

permitted, but the teacher having the option as to what two they shall be. Only one subject under physical science should be allowed in any term. If only 50 per cent. of any class (of pupils) passed in two subjects, a school should be entitled to be placed in the front rank if the number of passes averaged 65 for the school. But if this partial failure were repeated in the same subjects in another class (of pupils), the school should not rank as first even if eligible in all other respects, because this repeated double failure would argue inefficient teaching of these subjects.

To entitle a school to the second rank 50 per cent. should be required instead of 65, and one subject from the optional programme. Repeated double failure, on the basis of 25 per cent. instead of 50, to disqualify the school for second rank, even if otherwise entitled to it.

To entitle a school to the third rank, 40 per cent. of enrolled pupils should be required to pass in the obligatory subjects, and repeated double failure out and out, in any two subjects, should preclude the school from classification.

The number of passes in each subject, multiplied by 100, divided by the number on the class-roll, gives the percentage of passes in that subject; and the mean of these percentages gives the standard according to which the rank of the School would be determined. The outline I have now given is of course, to be understood as merely approximate. The plan I have suggested is framed expressly with the view of avoiding the evils which educationists too truly, in my opinion, allege to here in the English plan. The foremost teachers in Scotland assured me that the chief objection now existing in that country to the English plan, was that it ignored the correlation of the various subjects of study, and virtually barred the way to the employment of the most successful methods of dealing with the fundamental subjects. Experiment after experiment has been made, and it has been shewn beyond all question, that schools confined to the study of the three R's make less progress in these subjects in the same period of time, than those having a more liberal course of study. There is abundant proof that the soundest instruction in the essential branches is compatible with an extended course of instruction in other subjects. The plan outlined does not countenance the notion that a dry mechanical knowledge of any branch is the thing to be sought after, but it does assume three important things:—First, that good teachers can so inform the minds of their pupils that these pupils shall be able readily to command their knowledge and set it forth; secondly, that competent men can be had to perform this work of fairly testing the knowledge possessed and valuing the knowledge exhibited by any given number of pupils; and thirdly, that the Central Authority shall watch with untiring vigilance the inception, growth, and maturing of the whole system. These assumptions are warantable ones, and are obviously involved in the provisions of the 11th Section of the Act.

The outline I have now given, indicates the general system of school work and supervision which must in a few years result from the operation of the Common Schools Act. I now return to the consideration of the pecuniary guarantees to teachers, in view of ill-health or old age, and which may be so grafted on the school system at this point as to contribute powerfully towards securing the permanent employment of the best teachers. I respectfully submit that the Board of Education should be empowered to annex to the terminal payments provided by Section 11, the following SPECIAL PECUNIARY GUARANTEES TO TEACHERS, *in the event of loss of health in the service or disability from old age:*

1. A School (or Department) passing in the first, second, or third rank, shall entitle the teacher to a yearly allowance from the Board of Education equal to the

following amount, per year, for every year of service performed under this guarantee:

MALES.	FEMALES.
First Rank $	First Rank $
Second Rank $	Second Rank $
Third Rank $	Third Rank $

Where the series of passes made includes different Ranks, the proportionate average amount affixed to these different Ranks shall form the yearly unit; but when the whole series of inspections of a school (or schools) taught by any teacher shews less than seventy-five per cent. of passes in some Rank, there shall be no claim to the special pecuniary guarantee, until this per centage is restored.

2. Teachers who shall have taught for a period of at least five years, on an average, in each district in which he or she has been employed under this guarantee, and the whole series of inspections of whose schools shews seventy-five per cent. of passes in the First Rank, shall be entitled to receive a yearly allowance from the Board equal to the following amount per year, for every year of service performed hereunder: Male Teachers $—, Female Teachers $—.

It is specially to be observed that the Rank of the School has no legal connection with the Class of the Teacher, but is wholly dependent upon the QUALITY of the work professed by the School, under the operation of an Obligatory and Optional programme of instruction. This leaves ample room and verge for the recognition of every form of teaching ability, and affords no shelter for talented indolence.

It is my conviction that the suggestions offered include in essence, and must evolve in operation, a fulness of sound results far beyond what the first blush of the subject might disclose. I shall briefly attempt to put these suggestions to the test. And in doing so, I wish anew to direct attention *to what it is we are in search of.* It is this simply: the right education of the people of our Province,—not the right education of the few and the wrong education of the many, but a measure of the veritable thing itself for all. This is the aim, nothing more, or less, or else. Any proposition, come whence it may, that seeks incorporation into a school system, is to be condemned, if it can be shewn that its operation will not always and ever be a means to this end. But if it fairly passes this test, it is genuine, and all should unite for its incoming and welcome. Do, then, the two suggestions I have ventured to offer in behalf of a teaching profession in this Province, so touch the complex sources of School life as to evoke concurrently all the forces of the school organism in the spread of sound education? I think a satisfactory reply to this crucial question may be rapidly outlined:

For the Province to demand specific qualifications as the basis of conferring authority to teach, involves the determination by the Province of the nature of these qualifications, the ensuring of suitable facilities for their attainment, and the careful examination by competent persons of all applicants for license. Thus, at one stroke, scholastic and professional preparation is quickened over the whole country, and quickened for all time.

Persons who are not capable of demonstrating a reasonable degree of fitness for the work of teaching will not seek to enter upon it, or seeking, will be debarred. Young men and young women of good parts observe that the Province has work for them to do,—work which she impressively declares to be of great moment, and which unqualified persons will not be commissioned to undertake; and their sympathies are enlisted in this department of the public service.

There is ever being born into the community a host of true souls, such as real teachers are made of, who are ready to renounce the prospect of becoming wealthy, for the sake of doing service in a great and worthy cause. All that is needed is the public assurance that the material wants of themselves and theirs shall be provided for in a manner tolerably in keeping with the functions to be discharged. Let this class of persons once know that the Province is pledged to make public declaration of the quality of the teacher's work, and that those who do good work can devote their lives to it without being exposed to distress and want in their days of weakness and old age, and the Province will have their services in the school rooms of the land. And let me here remark that the special pecuniary guarantees which I have suggested, are not pay for the services done, but simply the removal of an obstacle which would have prevented the service being done; and the recognition of the importance and value of the service.

To keep the door of the profession wide open for the admission of the best talent of the country, and at the same time to keep another door open for the quiet withdrawal of those who from whatever cause, are not successful teachers, is a problem that must be solved before sound education can be widely diffused. But the careful classification of all teachers by the Province, and the periodic classification of their schools under the conditions and in the manner suggested, with the accompanying guarantees, would set the door of entrance wide open, render those happy who love the work, and ever motion the remainder towards the door of exit. And just here, by way of example, I wish to put a current proposition to the touchstone of this test. Both on this continent and in Europe a superannuated teachers' fund is thought to be a most desirable thing. In this opinion I fully concur, but not in the principle on which any fund known to me is administered. Take the Ontario fund, which illustrates a feature common to all that have come under my notice. Every teacher may pay in a certain trifling sum each year, and thereby become entitled, in the event of disability, to draw out annually a sum equal to $6 a year for every year he has been employed. The Legislature of Ontario grants in aid of this fund some $4,000 annually. Now, the benefits of this fund do not flow to the recipients as the recognition by the Province of the *excellence* of service rendered. The benefits are open to good, poor and indifferent teachers alike. Hence persons who lack the energy necessary to make a decent livelihood in other callings, discover that their country's forethought has met their needs exactly. The result is, they are powerfully drawn towards 'keeping school,' They can eke out the present as well at teaching, as at anything else; while the fund so thoughtfully created for the cloudy day ahead, begets in them a persistent continuance in the work. The shifts of which they are capable pass comprehension. Their existence in the profession drives many worthy persons out of it, and keeps more from entering it. These "specks in the garnered fruit" generate decay. Poor teachers multiply, and the school system is weighed down with them. This is the obvious tendency of a fund so administered, and unless powerfully counteracted must retard the spread of sound education among the people at large. But, unless I greatly mistake, the pecuniary guarantees I have suggested, meet the very case these superannuated funds were created to meet, and on principles which pass the test. These guarantees are for excellence of work,—excellence not of to-day, or of to-morrow, but throughout the entire period of service. Those whose schools fail of being ranked at all, or of maintaining the minimum status, are not doing a tolerable measure of the educational work required. The publication of this fact by the Province withholding the pecuniary guarantees given to others, must result in stimulating such teachers to diligence and effort, or in causing them to make

room for better teachers. The migratory habits of teachers can also be effectively checked by the operation of these guarantees, so far as it is desirable to check them.

I think I have sufficiently indicated the far-reaching character of the simple suggestions I have offered, and shown their adaptation to the end in view. I am impressed with the thought that the administration of the entire school system of the Province should be regulated by a few fundamental principles within the comprehension of all, yet so gathering up into themselves every detail and directing the application of every force, that the operation of the system in every part shall unceasingly proclaim that the sole object sought is the widest diffusion of sound education.

It will be observed that the views now presented have an exclusive bearing upon our future Teachers. I see no way of creating and administering a general fund for the relief of teachers already disabled or who will soon be superannuated, which is not open to very grave objections. Several cases deserving of relief (one being that of a teacher who has faithfully taught upwards of forty years in New Brunswick), have been presented to the Board of Education during the past year. But the Board has no power to grant any aid. It appears to me that the most satisfactory mode of meeting the cases that now exist, and those which may arise before any such general plan as that which I have outlined could become operative, would be for the Legislature to empower the Board of Education to deal with each case on its merits, and to grant such relief as the Board may think deserved. No general provision, applicable alike to all cases, would be wise, since, I am bound to say, I have reason to believe there would be some applicants who are wholly undeserving of any aid. I trust this recommendation may be favorably considered by the Legislature.

POLICY IN REFERENCE TO SCHOOL DISTRICTS.

Much attention has been given to the adjustment of the boundaries of the several School Districts during the past year, especially in the Counties of King's, Charlotte, and York. Most of the local difficulties arising out of this matter have now been settled, and no effort will be spared to remove any existing grounds of complaint. Notwithstanding the difficulty attendant upon the division of the Province into small School Districts, I am decidedly of the opinion that this is the true plan to adopt at the introduction of a Free School System. The inequalities that exist between Districts are tolerably counterbalanced by the County Fund; while the whole matter of school accommodation is presented to each community in the most practicable way.

LOCAL EXERTION exclusively determines the amount of Provincial and County aid to be received by any District toward the maintenance of a school. This is the most powerful instrumentality that can be evoked, and under its influence a much more liberal educational provision will be made than could be attempted by any general authority. As soon, however, as houses are provided, and schools well established, it will be for the Board of Education *gradually* to enlarge the area of the Districts, until, in time, District and Parish lines shall be co-extensive. Of course, this must be the work of years, and the rapidity with which such aggregation of Districts into a single District shall take place, must depend upon the progress of the educational sentiment of the people. Some Counties will advance in this matter more rapidly than others. It was not till 1870 that Massachusetts was able to make all her School Districts co-extensive with her "Towns."

RESERVATION OF PUBLIC LANDS FOR EDUCATION.

I wish merely to call the attention of the Legislature to this subject. The length which this Report has already reached precludes any discussion of it. But it seems to me that the matter is worthy of much consideration, and that no time should be lost in determining the question. It is my conviction that no reservations should be made for merely local purposes, nor should they be vested in local parties. The public domain should, in this matter, be reserved in the interests of all the people of the Province, and vested in Provincial Trustees, perhaps in the Board of Education. The funds accruing from any such reservations should be applied in aid of Education generally, rather than in the particular District or Parish where such lands happen to lie. Provision would thus be made for the future, by which poor districts might be assisted in building. Such funds could also be properly applied in aid of school apparatus for all Schools. The requirements, moreover, of the Provincial Training School must ever increase with the progress of Education in New Brunswick, and the time will come when the Board of Education must take steps for the erection of a suite of buildings specially adapted to the wants of such an institution. These objects are evidently before us, and in view of the limited financial resources of the Province, it appears to me very desirable that provision be made in the manner suggested, in order that no arrestment, in future years, shall be placed upon the educational work upon which the Province has now entered.

AMENDMENT OF THE COMMON SCHOOLS ACT.

The Honorable Attorney General, and other Members of the Executive Council, are quite as familiar as myself with the instances in which difficulties have arisen, on account of slight imperfections in some of the details of the Act. It is desirable that these defects be remedied, and that any additional provisions which the year's experience has shewn to be necessary, be also included. The only suggestion I shall here offer is one with a view of protecting Districts from being deprived of the benefits of a Common School. In many Districts the rate-payers assembled at the annual meeting, have, perhaps by a majority of only one, prevented the opening of a District School. If any rate-payer prefers to send his children to a private School, this preference ought not to free him from the common obligation to support the public institutions of the Province, much less to impel him to deprive others of the advantages of such institutions. And yet this has been the result in many instances. Others having no children to educate, have used their influence and vote to prevent the organization of a school, that they might escape the local assessment. These combined causes have led the people in numbers of Districts to inflict great injury upon many persons who have cheerfully done all in their power to uphold the solemn enactments of the Legislature, and who have desired to discharge, in a loyal spirit, every obligation therein contemplated. It appears to me that when the Legislature has deliberately declared its purpose to establish a system of free education for all the people, and in pursuance of this object appropriates the public funds in aid of teachers' salaries, and provides for the compulsory rating of all the inhabitants of each County, it cannot properly permit the contravention of its purpose by the inhabitants of any School District. The people of each District can doubtless adjust their local requirements in respect of school accommodation better than the Legislature, but the power now reposed in the majority for this purpose has unhappily been used in some Districts to contravene the whole scope and design of the enactment of the Legislature.

Clearly, then, there is both a necessity for a remedy, and an obligation upon the Legislature to supply it. And I would respectfully suggest that it be enacted, that in cases where Districts fail to make the necessary provision for public school purposes, it shall be the duty of the Trustees to make an estimate of the amount required, and upon receiving the sanction of the County Inspector or the Board of Education, to levy and collect the same. In other words, that it be enacted that the rate-payers shall not have power to deprive the District of the privileges of a Common School.

I would call special attention to the brief Reports of the County Inspectors given in Appendix B. They form an important part of this Report, and will well repay a careful perusal. I do not, of course, hold myself responsible for any opinions expressed by the writers of the papers included in Part III of the Education Report.

I have the honor to be,

Your Excellency's obedient servant,

THEODORE H. RAND.

EDUCATION OFFICE, Fredericton.

PART II.

STATISTICAL TABLES.

TABLE A.—PART I.

Shewing the number of Schools in operation; Teachers, their Religious Denomination, Class, and Compensation; as provided in the Short Term ended 31st December 1872, or the Closing Service, &c., under the Law of 1858.

ALBERT.

PARISHES.	Number of Schools	With Committees	Without Committees	With Black Boards	Without Black Boards	With Maps	Without Maps	With Globes	With Tablets	Authorized Books	TEACHERS. Rel. Denomination. Episcopalian	Rom. Catholic	Presbyterian	Methodist	Baptist	Congrega'list	Not reported	Trained	Untrained	Sex, Class, &c. Male. 1	2	3	Single	Married	Female. 1	2	3	Single	Married	Total	Boarding round	Compensation. Provincial	Local
Alma,	4	3	1	3	1	...	4	...	...	4	1	...	...	3	...	...	...	3	1	...	...	1	1	...	1	1	1	3	...	4	...	$104 37	$110 00
Coverdale,	1	...	1	1	...	...	1	...	...	1	...	...	...	1	...	...	...	1	...	...	1	...	1	...	...	...	...	...	...	1	1	30 00	42 28
Elgin,	3	...	3	3	...	1	2	...	...	3	...	...	1	1	1	...	...	2	1	...	1	1	1	1	1	...	...	...	1	3	...	66 04	93 70
Harvey,	3	...	3	3	...	2	1	...	...	3	1	...	...	...	2	...	...	2	1	1	1	1	...	3	...	...	...	...	...	3	...	80 00	100 40
Hillsborough,	9	4	5	9	...	6	3	1	2	9	...	...	2	...	7	...	...	9	...	2	1	1	2	2	1	2	2	5	...	9	...	280 40	293 60
Hopewell,	4	...	4	4	...	3	1	...	...	4	...	...	...	1	3	...	...	4	...	...	2	1	3	...	1	...	...	1	...	4	...	126 24	161 82
	24	7	17	23	1	12	12	1	2	24	2	...	3	6	13	...	...	21	3	3	6	5	8	6	4	3	3	9	1	24	1	$687 05	$801 80

CARLETON.

PARISHES.	Number of Schools	With Committees	Without Committees	With Black Boards	Without Black Boards	With Maps	Without Maps	With Globes	With Tablets	Authorized Books	Episcopalian	Rom. Catholic	Presbyterian	Methodist	Baptist	Congrega'list	Not reported	Trained	Untrained	1	2	3	Single	Married	1	2	3	Single	Married	Total	Boarding round	Provincial	Local
Brighton,	2	1	1	2	...	1	1	...	...	2	...	...	...	...	2	...	...	2	...	1	...	...	...	1	...	1	...	1	...	2	...	$54 37	$56 00
Kent,	4	...	4	3	1	...	4	...	...	4	...	1	...	1	2	...	...	3	1	...	...	1	1	...	...	1	2	2	1	4	...	91 66	105 00
Northampton,	4	3	1	4	...	3	1	...	...	4	...	...	...	2	2	...	...	3	1	1	...	1	...	2	1	1	...	1	1	4	...	82 08	106 50
Peel,	2	1	1	1	1	1	1	...	...	2	...	...	...	...	1	...	1	1	1	...	...	1	...	1	...	...	1	...	1	2	1	69 17	95 00
Richmond,	8	8	...	8	...	5	3	...	...	8	1	...	5	...	1	...	1	7	1	2	1	1	1	3	2	2	...	4	...	8	1	317 88	369 00
Simonds,	3	2	1	2	1	1	2	...	...	3	...	1	...	...	2	...	...	3	...	1	...	...	1	...	...	2	...	2	...	3	1	71 25	97 50
Wakefield,	8	5	3	7	1	7	1	1	1	8	2	...	2	2	2	...	...	6	2	2	1	2	1	4	2	1	...	3	...	8	...	242 42	364 50
Wicklow,	5	5	...	5	...	3	2	...	...	5	1	...	...	2	2	...	...	5	...	...	1	1	2	...	1	2	...	3	...	5	...	126 45	205 88
Wilmot,	3	2	1	1	2	...	3	...	...	3	2	...	...	1	...	...	...	2	1	...	1	1	...	2	1	...	...	1	...	3	...	87 70	89 00
Woodstock,	13	1	12	8	5	7	6	1	...	13	3	2	1	3	4	..	...	9	4	1	1	...	...	2	7	2	2	7	4	13	...	356 87	420 43
	52	28	24	41	11	28	24	2	1	52	9	4	8	11	18	...	2	41	11	8	5	8	6	15	14	12	5	24	7	52	3	$1499 85	$1898 81

CHARLOTTE.

Campo Bello,	1	...	1	1	...	1	...	...	...	1	...	1	...	...	...	...	...	1	...	1	...	...	...	1	...	...	...	...	...	1	...	$37 50	$38 28
Dumbarton,	2	1	1	2	...	1	1	...	...	2	1	1	...	...	...	...	...	2	...	...	1	...	1	...	...	1	...	1	...	2	2	52 50	92 50
Grand Manan,	1	1	...	1	...	1	...	...	...	1	...	...	1	...	...	...	...	1	...	...	...	1	...	1	...	...	...	...	...	1	...	15 00	27 80
Lepreau,	2	1	1	1	1	1	1	...	...	2	...	1	...	...	1	...	...	1	1	...	1	1	1	1	...	...	...	...	...	2	2	82 50	169 00
Pennfield,	4	1	3	3	1	2	2	...	...	4	1	...	...	...	2	...	1	4	...	...	...	...	...	...	3	...	1	4	...	4	2	108 74	142 77
St. Andrews,	9	2	7	9	...	5	4	...	...	9	3	2	4	...	...	...	...	5	4	1	2	1	1	3	1	2	2	5	...	9	1	266 87	350 40
St. David,	2	2	...	2	...	1	1	...	...	2	1	...	1	...	...	...	...	2	...	...	1	...	...	1	1	...	...	1	...	2	...	35 00	45 70
St. George	9	4	5	8	1	6	3	...	...	9	2	2	1	...	3	...	1	9	...	2	2	2	4	2	2	1	...	2	1	9	3	261 87	392 84
St. James,	2	1	1	2	...	1	1	...	...	2	...	...	1	1	...	...	...	2	...	...	1	...	1	...	...	1	...	1	...	2	...	67 87	76 33
St. Patrick,	2	2	...	1	1	1	1	...	...	2	...	1	...	1	...	...	...	1	1	...	1	...	1	...	1	...	...	1	...	2	1	55 21	70 25
St. Stephen,	13	6	7	11	2	5	8	...	...	13	2	3	2	4	1	1	...	9	4	2	2	...	2	2	3	3	3	8	1	13	3	388 73	1108 66
West Isles,	3	2	1	3	...	...	3	...	...	3	...	...	...	1	2	...	...	2	1	...	1	..	1	...	1	...	1	1	1	3	...	100 21	195 42
	50	23	27	44	6	25	25	...	...	50	10	11	10	7	9	1	2	39	11	6	12	5	12	11	12	8	7	24	3	50	13	$1472 00	$2643 95

GLOUCESTER.

Bathurst,	9	4	5	7	2	6	3	1	...	9	...	6	2	...	1	...	..	5	4	2	...	1	3	...	...	2	4	6	...	9	1	$318 53	$526 10
Beresford,	6	1	5	4	2	2	4	...	...	6	...	5	...	1	...	...	...	2	4	1	...	2	2	1	1	...	2	2	1	6	1	137 50	203 50
Caraquet,	3	1	2	3	...	1	2	...	...	3	...	2	1	..	...	...	...	2	1	...	1	1	...	2	1	...	...	1	...	3	..	66 66	75 00
Inkerman,	3	1	2	3	...	1	2	...	...	3	...	2	...	...	...	...	1	1	2	1	1	1	1	2	...	...	...	...	...	3	...	90 00	90 50
New Bandon,	4	2	2	2	2	1	3	...	...	4	...	3	...	1	...	...	...	2	2	...	...	1	1	...	...	1	2	3	...	4	...	101 87	160 00
Saumarez,	1	...	1	1	...	1	...	...	...	1	1	...	...	...	...	...	...	1	...	...	...	1	...	1	...	...	...	...	...	1	...	22 50	80 00
Shippegan,	2	...	2	1	1	...	2	...	...	2	...	1	1	...	...	...	...	...	2	...	...	2	...	2	...	...	...	...	...	2	1	32 50	50 00
	28	9	19	21	7	12	16	1	...	28	1	19	4	2	1	...	1	13	15	4	2	9	7	8	2	3	8	12	1	28	3	$769 56	$1185 10

KENT.

Carleton,	4	1	3	2	2	1	3	...	...	4	...	4	...	...	...	...	...	4	...	...	1	...	1	...	...	2	1	3	...	4	1	$81 24	$111 68
Dundas,	7	2	5	2	5	1	6	...	...	7	...	7	...	...	...	...	...	2	5	...	1	4	...	5	...	...	2	2	...	7	1	151 25	168 00
Richibucto,	9	5	4	9	...	4	5	...	...	9	1	4	3	...	...	...	1	9	...	1	2	...	2	1	2	2	2	6	...	9	2	285 20	336 35
St. Louis,	3	3	...	3	...	2	1	...	...	3	...	3	...	...	...	...	...	1	2	...	1	1	2	...	...	...	1	1	...	3	2	105 00	122 13
St. Mary's,	3	...	3	3	...	1	2	...	...	3	...	3	...	...	...	...	...	2	1	...	...	...	...	...	1	1	1	3	...	3	1	77 49	101 60
Weldford,	13	12	1	10	3	2	11	...	...	13	...	3	10	...	...	...	...	13	...	...	1	2	3	...	...	4	6	10	...	13	5	306 36	454 36
Wellington,	5	1	4	1	4	1	4	...	...	5	...	4	1	...	...	...	...	3	2	...	1	2	1	2	1	1	...	2	...	5	2	135 62	189 00
	44	24	20	30	14	12	32	...	...	44	1	28	14	...	...	...	1	34	10	1	7	9	9	8	4	10	13	27	...	44	14	$1142 16	$1483 12

TABLE A.—PART I.—*Continued.*

KING'S.

PARISHES.	Number of Schools	With Committees	Without Committees	With Black Boards	Without Black Boards	With Maps	Without Maps	With Globes	With Tablets	Authorized Books	TEACHERS. Rel. Denomination. Episcopalian	Rom. Catholic	Presbyterian	Methodist	Baptist	Congregat'list	Not reported	Trained	Untrained	Sex, Class, &c. Male. 1	2	3	Single	Married	Female. 1	2	3	Single	Married	Total	Boarding round	Compensation. Provincial	Local
Greenwich,	3	2	1	3	...	2	1	...	...	3	1	...	...	1	1	...	...	3	...	...	1	...	1	...	...	...	2	2	...	3	...	$82 09	$107 50
Hammond,	1	1	...	1	...	1	...	...	...	1	1	...	...	...	...	...	...	1	...	...	1	...	1	...	...	...	...	...	...	1	...	35 00	35 00
Hampton,	10	5	5	9	1	7	3	1	1	10	9	...	...	1	...	...	...	10	...	1	1	...	1	1	4	1	3	8	...	10	1	346 46	385 46
Havelock,	3	2	1	3	...	1	2	...	...	3	...	1	...	1	1	...	...	3	...	...	1	1	1	1	...	1	...	1	...	3	...	140 00	190 00
Kingston,	6	4	2	6	...	4	2	...	1	6	5	...	...	1	...	...	...	6	...	1	1	...	1	1	1	...	3	4	...	6	1	149 60	167 51
Norton,	5	4	1	5	...	5	...	...	...	5	2	...	...	1	1	...	1	5	...	3	1	...	3	1	1	...	...	1	...	5	1	319 37	348 46
Rothesay,	1	1	...	1	...	...	1	...	...	1	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	1	...	1	...	1	...	7 50	8 40
Springfield,	5	5	...	4	1	4	1	...	...	5	1	...	1	..	3	...	...	4	1	...	...	1	...	1	1	2	1	4	...	5	2	99 58	146 34
Studholm,	11	6	5	10	1	6	5	...	...	11	1	1	1	5	3	...	...	11	...	1	2	...	3	...	2	2	4	8	...	11	5	278 74	427 83
Sussex,	9	6	3	8	1	8	1	...	2	9	2	...	3	2	3	...	...	9	1	2	2	...	1	3	4	1	1	6	...	10	3	528 09	526 64
Upham,	5	3	2	5	...	3	2	...	...	5	1	...	1	...	3	...	...	5	...	...	2	1	1	2	2	...	...	2	...	5	...	216 24	217 33
Westfield,	3	2	1	3	...	1	2	...	...	3	2	...	...	...	1	...	...	3	...	1	...	1	...	2	...	...	1	1	...	3	1	65 83	77 20
	62	41	21	58	4	42	20	1	4	62	25	3	6	12	16	...	1	61	2	9	12	4	13	12	15	8	15	38	...	63	14	$2268 50	$2637 87
Drafts unpaid for 1861, '62, '63, '64, '65, and '66, returned by late Prov. Treasurer, now provided for in War't 295,																																58 53	
																																$2327 03	

NORTHUMBERLAND.

Alnwick,	3	2	1	3	...	2	1	...	...	3	1	1	1	...	...	...	...	3	...	1	...	1	2	...	...	1	...	1	...	3	...	$70 00	$93 83
Blackville,	5	...	5	3	2	2	3	...	...	5	...	4	1	...	...	...	...	5	...	...	2	...	1	1	...	2	1	3	...	5	1	191 45	124 45
Blissfield,	3	...	3	1	2	1	2	...	...	3	1	1	...	...	1	...	...	3	...	...	...	...	...	...	...	3	...	3	...	3	...	71 25	75 00
Chatham,	10	5	5	9	1	6	4	...	...	10	1	3	4	2	...	...	...	9	1	...	2	...	2	...	4	2	2	6	2	10	...	253 00	288 85
Derby,	3	...	3	3	...	...	3	...	...	3	1	1	...	...	1	...	...	3	...	...	...	...	...	...	...	1	2	3	...	3	...	32 50	39 50
Glenelg,	9	7	2	5	4	4	5	...	...	9	...	5	4	...	...	...	...	9	...	...	1	...	1	...	...	3	5	8	...	9	4	188 62	189 12
Hardwicke,	4	1	3	3	1	...	4	...	...	4	1	1	2	...	...	...	...	4	...	...	...	1	1	...	...	3	...	3	...	4	3	69 37	71 38
Ludlow,	2	...	2	2	...	2	...	...	...	2	...	...	...	...	2	...	...	2	...	1	...	...	...	1	...	...	1	1	...	2	...	55 00	68 10

Nelson,	5	5	...	4	1	3	2	...	...	5	1	3	1	...	...	...	...	4	1	...	1	2	2	1	...	1	1	2	...	5	...	96 25	128 10
Newcastle,	7	3	4	4	3	3	4	...	...	7	...	2	6	1	...	...	...	5	4	2	1	2	1	4	2	1	1	4	...	9	...	320 00	468 00
Northesk,	5	2	3	3	2	3	2	...	...	5	1	2	2	...	...	...	...	4	1	...	1	1	2	...	...	2	1	3	...	5	2	123 96	155 13
	56	25	31	40	16	26	30	...	...	56	7	23	21	3	4	...	...	51	7	4	8	7	12	7	6	19	14	37	2	58	10	$1381 40	$1703 46
QUEEN'S.																																	
Brunswick,	1	...	1	1	...	...	1	...	...	1	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...	1	...	1	...	1	...	$33 75	$39 37
Cambridge,	9	7	2	7	2	7	2	...	...	9	...	...	...	1	8	...	...	9	...	...	3	2	3	2	1	2	1	4	...	9	7	315 00	412 33
Canning,	2	1	1	2	...	1	1	...	...	2	1	...	...	...	1	...	...	2	...	...	...	...	...	...	1	1	...	2	...	2	2	62 70	67 00
Chipman,	2	1	1	2	...	1	1	...	...	2	2	...	...	...	...	...	...	2	...	...	1	...	...	1	...	...	1	...	1	2	...	53 33	80 00
Gagetown,	4	2	2	3	1	2	2	..	...	4	...	...	...	...	3	...	1	4	...	...	2	...	...	2	1	...	1	2	...	4	2	127 07	149 00
Hampstead,	6	3	3	5	1	4	2	...	...	6	2	...	1	...	3	...	...	6	...	1	1	1	3	...	...	2	1	3	...	6	3	211 25	243 75
Johnston,	6	6	...	3	3	3	3	...	...	6	1	...	3	...	2	...	...	5	1	...	1	...	1	...	1	3	1	5	...	6	...	124 16	142 45
Petersville,	9	4	5	5	4	4	5	...	...	9	5	2	1	...	1	...	...	9	...	3	1	2	1	5	2	...	1	3	...	9	1	321 88	344 18
Waterborough,	3	1	2	2	1	2	1	...	...	3	...	1	1	...	1	...	...	3	...	2	...	...	...	2	1	...	...	1	...	3	1	130 06	163 75
Wickham,	3	2	1	3	...	2	1	...	...	3	...	...	...	1	1	...	1	3	...	...	...	1	1	...	1	1	...	2	...	3	3	113 13	182 16
	45	27	18	33	12	26	19	...	...	45	11	3	6	2	21	...	2	44	1	6	9	6	9	12	8	10	6	23	1	45	19	$1492 33	$18[illegible]3 99
RESTIGOUCHE.																																	
Addington,	1	1	...	1	...	1	...	...	...	1	...	...	...	...	...	...	1	...	1	1	...	...	1	...	...	...	...	...	...	1	...	$75 00	$75 00
Colborne,	5	3	2	3	2	2	3	...	...	5	...	1	2	...	...	...	2	2	3	...	...	1	1	...	...	2	2	4	...	5	...	118 63	129 75
Dalhousie,	1	1	...	1	...	1	...	...	...	1	...	...	1	...	.	...	...	1	...	1	...	...	1	...	...	...	...	...	...	1	...	37 50	45 00
Durham,	2	1	1	2	..	1	1	...	...	2	...	...	2	...	...	...	...	1	1	...	...	1	...	1	...	1	...	1	...	2	...	26 25	26 00
	9	6	3	7	2	5	4	...	...	9	...	1	5	...	...	...	3	4	5	2	...	2	3	1	...	3	2	5	...	9	...	$257 38	$275 75
SAINT JOHN.																																	
Lancaster,	13	7	6	12	1	8	5	1	1	13	3	5	3	1	1	...	...	10	3	2	4	2	3	5	1	1	3	5	...	13	...	$454 16	$630 65
Portland,	28	1	27	25	3	19	9	1	4	28	10	7	3	1	7	...	1	28	1	4	9	1	4	10	2	10	5	14	1	29	...	802 50	1290 02
St. John, No. 1,	43	...	43	37	6	34	9	9	12	43	24	8	9	7	9	...	2	49	10	13	3	2	9	9	24	15	3	39	2	59	...	1678 12	3018 34
St. John, No. 2,	11	2	9	9	1	8	3	1	2	11	3	3	3	2	1	...	...	10	2	4	...	...	...	4	3	3	2	6	2	12	...	395 00	505 05
St. Martins,	7	2	5	5	2	4	3	...	...	7	2	1	1	...	3	...	...	6	1	...	...	1	1	...	1	3	2	6	...	7	1	152 70	186 15
Simonds,	11	6	5	4	7	4	7	...	...	11	2	7	...	1	1	...	...	10	1	...	4	1	3	2	2	1	3	5	1	11	2	295 83	335 80
	113	18	95	92	21	77	36	12	19	113	44	31	19	12	22	...	3	113	18	23	20	7	20	30	33	33	18	75	6	131	3	$3778 41	$5966 01

TABLE A.—PART I.—*Continued.*

SUNBURY.

PARISHES.	Number of Schools	With Committees	Without Committees	With Black Boards	Without Black Boards	With Maps	Without Maps	With Globes	With Tablets	Authorized Books	TEACHERS. Rel. Denomination. Episcopalian	Rom. Catholic	Presbyterian	Methodist	Baptist	Congrega'list	Not reported	Trained	Untrained	Sex, Class, &c. Male. 1	2	3	Single	Married	Female. 1	2	3	Single	Married	Total	Boarding round	Compensation. Provincial	Local
Blissville,	3	1	2	1	2	...	3	...	...	3	...	1	1	...	1	...	...	3	...	...	1	1	2	...	...	...	1	1	...	3	2	$73 75	$106 50
Burton,	2	2	...	1	1	1	1	...	...	2	1	...	...	...	1	...	...	0	2	...	...	...	...	...	1	...	1	2	...	2	...	39 16	82 00
Lincoln,	4	1	3	1	3	1	3	...	...	4	3	...	...	...	1	...	...	4	...	...	1	...	...	1	...	1	2	3	...	4	1	91 03	113 00
Maugerville,	2	...	2	2	...	2	...	1	1	2	...	...	1	...	1	...	...	2	...	1	1	...	2	...	...	...	...	...	...	2	...	121 87	125 00
Northfield,	1	1	...	...	1	...	1	...	...	1	...	...	1	...	...	...	...	...	1	...	...	1	...	1	..	...	...	...	...	1	..	22 50	30 00
	12	5	7	5	7	4	8	1	1	12	4	1	3	...	4	...	...	9	3	1	3	2	4	2	1	1	4	6	...	12	3	$348 31	$456 50
Add amount of Draft, May 1867, returned and not paid,																																11 66	
																																$359 97	

VICTORIA.

Andover,	3	1	2	3	...	2	1	...	...	3	1	...	...	1	1	...	...	3	...	1	1	...	2	...	1	..	...	1	...	3	...	$159 50	$160 00
Drummond,	1	...	1	...	1	...	1	...	...	1	...	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	1	1	...	1	...	18 96	25 00
Grand Falls,	2	...	2	1	1	1	1	...	...	2	...	2	...	...	...	...	...	1	1	1	...	...	...	1	...	...	1	1	...	2	...	62 28	64 50
Gordon,	1	1	...	1	...	1	...	...	1	1	...	...	...	...	1	...	...	1	...	1	...	...	1	...	...	...	...	...	...	1	...	75 00	75 00
Madawaska,	5	...	5	4	1	2	3	...	...	5	...	5	...	...	...	...	...	...	5	...	...	1	1	...	...	...	4	4	...	5	3	104 16	161 66
Perth,	1	1	...	1	...	1	...	...	...	1	...	1	...	...	...	...	...	1	...	1	...	...	...	1	...	...	...	...	...	1	...	25 00	45 00
St. Basil,	3	2	1	1	2	...	3	...	...	3	...	3	...	...	...	...	..	...	3	...	...	2	1	1	...	...	1	1	...	3	1	68 33	75 90
St. Francis,	8	...	8	6	2	2	6	...	...	8	1	7	...	...	...	...	...	...	8	...	1	1	2	...	...	...	6	6	...	8	3	162 50	208 00
St. Leonard,	3	...	3	1	2	...	3	...	...	3	...	3	...	...	...	...	...	...	3	...	...	1	...	1	..	...	2	2	...	3	...	53 12	66 25
	27	5	22	18	9	9	18	...	1	27	2	22	...	1	2	...	...	6	21	4	2	5	7	4	1	...	15	16	...	27	7	$728 85	$881 31

WESTMORLAND.

Botsford,	6	4	2	5	1	1	5	...	...	6	...	4	...	2	...	...	...	5	1	...	4	...	2	2	...	...	2	2	...	6	...	$154 79	$194 00
Dorchester,	11	...	11	7	4	5	6	1	2	11	2	6	...	1	1	...	2	7	5	1	3	4	5	3	1	1	2	4	...	12	...	441 86	542 49
Moncton,	8	1	7	8	...	6	2	1	2	8	...	2	4	1	1	...	2	10	..	1	1	1	1	2	4	1	2	7	...	10	...	328 53	427 88
Sackville,	4	1	3	4	...	2	2	...	...	4	2	...	...	1	...	...	1	4	...	...	2	...	...	2	1	1	...	2	...	4	...	143 33	146 00
Salisbury,	7	3	4	6	1	4	3	...	1	7	...	...	1	1	4	...	2	8	...	1	...	1	1	1	6	...	...	4	2	8	...	291 66	345 00
Shediac,	10	2	8	8	2	2	8	...	4	10	1	6	1	1	1	...	...	3	7	1	...	6	3	4	1	1	1	3	...	10	1	286 87	403 75
Westmorland,	4	3	1	4	...	2	2	...	..	4	...	...	...	2	2	...	...	3	1	...	1	2	2	1	...	...	1	...	1	4	...	121 25	159 39
	50	14	36	42	8	22	28	2	9	50	5	18	6	9	9	..	7	40	14	4	11	14	14	15	13	4	8	22	3	54	1	$1768 29	$2218 51

YORK.

Bright,	6	2	4	5	1	4	2	...	...	6	...	...	...	...	5	1	...	5	1	...	...	...	...	...	2	2	2	5	1	6	5	$143 74	$192 25
Canterbury,	4	3	1	2	2	2	2	...	...	4	2	...	...	1	...	...	1	2	2	...	...	1	...	1	...	2	1	3	...	4	...	71 87	113 00
Douglas,	8	1	7	5	3	4	4	1	...	8	2	1	1	1	3	...	...	8	...	3	3	...	1	5	...	1	1	2	...	8	1	250 00	260 52
Dumfries,	2	...	2	1	1	...	2	...	...	2	1	...	...	...	...	...	1	...	2	...	...	1	1	...	...	...	1	1	...	2	1	26 66	40 00
Fredericton,	14	...	14	9	5	8	6	2	...	14	4	3	...	4	4	...	...	8	7	1	1	2	2	2	6	1	4	10	1	15	...	370 00	530 00
Manners-Sutton,	5	5	...	4	1	1	4	...	...	5	1	...	3	...	1	...	...	5	...	2	...	...	1	1	...	2	1	3	...	5	...	206 37	211 87
Prince William,	4	4	..	2	2	2	2	...	...	4	2	...	...	...	2	...	...	4	...	1	2	...	2	1	...	...	1	1	...	4	...	135 78	176 88
Queensbury,	4	1	3	4	...	3	1	...	...	4	1	...	...	1	1	...	1	3	1	1	1	2	3	1	...	...	...	...	...	4	2	118 74	159 00
St. Mary's,	6	1	5	6	...	3	3	1	1	6	...	...	1	2	2	..	1	5	1	1	2	...	...	3	1	2	...	2	1	6	...	225 00	238 00
Southampton,	2	1	1	1	1	1	1	...	...	2	1	...	...	...	1	...	...	2	...	...	...	1	...	1	...	...	1	1	...	2	1	21 03	62 75
Stanley,	2	...	2	...	2	...	2	...	...	2	...	...	1	1	...	...	...	2	...	1	...	...	...	1	...	...	1	1	...	2	...	55 00	58 00
	57	18	39	39	18	28	29	4	1	57	14	4	6	10	19	1	4	44	14	10	9	7	10	16	9	10	13	29	3	58	10	$1624 19	$2042 27

Education Office, December, 1872.

GEO. THOMPSON, *Clerk* or *Ass't. S.*

ABSTRACT TABLE A.—PART I.—For the three months closing 31st December, 1872.

COUNTIES.	No. of Parishes	No. of Schools	With Committees	Without Committees	With Black Boards	Without Black Boards	With Maps	Without Maps	With Globes	With Tablets	Authorized Books	TEACHERS. Religious Denomination. Episcopalian	Rom. Catholic	Presbyterian	Methodist	Baptist	Congrega'list	Not reported	Trained	Untrained	Sex, Class, &c. Male. 1	2	3	Single	Married	Total	Female. 1	2	3	Single	Married	Total	Total Teachers	Boarding round	Compensation. Provincial	Local
Albert	6	24	7	17	23	1	12	12	1	2	24	2	..	3	6	13	..	..	21	3	3	6	5	8	6	14	4	3	3	9	1	10	24	1	$687 05	$801 80
Carleton	11	52	28	24	41	11	28	24	2	1	52	9	4	8	11	18	..	2	41	11	8	5	8	6	15	21	14	12	5	24	7	31	52	3	1,499 85	1,898 81
Charlotte	12	50	23	27	44	6	25	25	..	..	50	10	11	10	7	9	1	2	39	11	6	12	5	12	11	23	12	8	7	24	3	27	50	13	1,472 00	2,643 95
Gloucester	7	28	9	19	21	7	12	16	1	..	28	1	19	4	2	1	..	1	13	15	4	2	9	7	8	15	2	3	8	12	1	13	28	3	769 56	1,185 10
Kent	7	44	24	20	30	14	12	32	..	..	44	1	28	14	..	..	..	1	34	10	1	7	9	9	8	17	4	10	15	27	..	27	44	14	1,142 16	1,483 12
King's	12	62	41	21	58	4	42	20	1	4	62	25	3	6	12	16	..	1	61	2	9	12	4	13	12	25	15	8	15	38	..	38	63	14	2,327 03	2,637 87
Northumberland	11	56	25	31	40	16	26	30	..	..	56	7	23	21	3	4	..	..	51	7	4	8	7	12	7	19	6	19	14	37	2	39	58	10	1,381 40	1,703 46
Queen's	10	45	27	18	33	12	29	16	..	..	45	11	3	6	2	21	..	2	44	1	6	9	6	9	12	21	8	10	6	23	1	24	45	19	1,492 33	1,823 99
Restigouche	4	9	6	3	7	2	5	4	..	..	9	..	1	5	..	..	..	3	4	5	2	..	2	3	1	4	..	3	2	5	..	5	9	..	257 38	275 75
Saint John	6	113	18	95	92	21	77	36	12	19	113	44	31	19	12	22	..	2	113	17	23	20	7	20	30	50	30	32	18	75	5	80	130	3	3,778 31	5,966 01
Sunbury	5	12	5	7	5	7	4	8	1	1	12	4	1	3	..	4	..	..	9	3	1	3	2	4	2	6	1	1	4	6	..	6	12	3	359 97	456 50
Victoria	9	27	5	22	18	9	9	18	..	1	27	2	22	..	1	2	..	..	6	21	4	2	5	7	4	11	1	..	15	16	..	16	27	7	728 85	881 31
Westmorland	7	50	14	36	42	8	22	28	2	9	50	5	18	6	9	9	..	7	40	14	4	11	14	14	15	29	13	4	8	22	3	25	54	1	1,768 29	2,218 51
York	11	57	18	39	39	18	28	29	4	1	57	14	4	6	10	19	1	4	44	14	10	9	7	10	16	26	9	10	13	29	3	32	58	10	1,624 19	2,042 27
	118	629	250	379	493	136	331	298	24	38	629	135	168	111	75	138	2	25	520	134	85	106	80	134	147	281	119	123	131	347	26	373	654	101	$19,288 37	$26,018 45

Education Office, December, 1872.

GEO. THOMPSON, *Clerk* or *Ass't. S.*

TABLE A.—PART II.

Shewing the Number of Pupils, Male and Female; the Number in the various Branches of Instruction; School Houses, their condition, &c. during the Short Term of 3 months ended the 31st December 1871, or the Closing Service under the Law of 1858.

ALBERT.

PARISHES.	PUPILS.																					SCHOOL HOUSES.						
	Whole number on Register	MALE.		FEMALE.		Average attendance	NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.															Building.		State of repair.				
		Under 16	Over 16	Under 16	Over 16		Spelling	Reading	Writing	Arithmetic	Common Needlework	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra	Otherbranches	Frame	Log	Good	Middling	Inferior	Public	Private
Alma,	119	61	2	52	4	59	121	120	89	85	8	23	13	7	4	...	...	...	...	...	...	4	...	1	2	1	4	...
Coverdale,	23	8	3	12	0	13	23	23	16	16	...	11	7	9	...	...	...	...	...	...	...	1	...	...	1	...	1	...
Elgin,	60	28	4	27	1	43	60	58	50	50	7	9	9	8	3	...	...	...	...	...	...	3	...	1	1	1	1	2
Harvey,	75	40	1	32	2	42	73	70	57	55	...	33	31	16	2	4	...	...	...	2	...	3	...	1	1	1	2	1
Hillsborough,	242	113	12	110	7	131	236	230	214	212	2	80	65	49	1	4	2	...	...	4	...	9	...	4	5	...	6	3
Hopewell,	135	73	2	57	3	73	132	131	115	114	...	55	37	19	1	...	...	...	...	...	1	4	...	...	1	3	3	1
	654	323	24	290	17	361	645	632	541	532	17	211	162	108	11	8	2	...	...	6	1	24	...	7	11	6	17	7

CARLETON.

Brighton,	46	26	2	17	1	32	46	44	36	36	...	24	11	11	...	...	...	...	...	...	...	2	...	2	...	...	2	...
Kent,	100	36	3	58	3	59	99	98	98	95	12	18	16	7	...	...	...	...	...	...	...	4	...	2	2	...	1	3
Northampton,	94	42	3	43	6	59	93	90	70	71	8	27	44	23	...	...	...	...	...	...	3	4	...	2	2	...	2	2
Peel,	55	22	...	29	4	28	54	49	41	40	3	19	7	4	...	...	...	...	...	...	...	2	...	1	..	1	1	1
Richmond,	263	140	10	98	15	137	260	258	197	198	...	75	102	53	...	3	2	...	...	...	25	8	...	2	6	...	6	2
Simonds,	70	28	1	41	...	42	70	68	47	53	...	19	15	2	...	...	...	...	...	...	...	3	...	1	2	...	3	...
Wakefield,	223	91	10	110	12	126	212	210	198	195	...	95	95	65	4	3	7	3	..	3	7	8	...	4	4	...	7	1
Wicklow,	166	67	...	94	5	102	157	155	132	130	8	80	49	36	...	..	...	...	...	...	...	5	...	2	3	...	5	...
Wilmot,	78	37	3	37	1	61	75	75	43	43	...	15	19	6	...	...	...	...	...	...	...	3	...	1	1	1	2	1
Woodstock,	308	177	5	122	4	231	298	295	214	212	62	89	109	63	7	...	...	...	...	...	3	13	...	8	3	2	6	7
	1403	666	37	649	51	877	1364	1342	1076	1073	93	461	467	270	11	6	9	3	...	3	38	52	...	25	23	4	35	17

TABLE A.—PART II.—*Continued.*

CHARLOTTE.

PARISHES.	PUPILS.						NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.															SCHOOL HOUSES.						
	Whole number on Register	MALE		FEMALE		Average attendance																Building.		State of repair.				
		Under 16	Over 16	Under 16	Over 16		Spelling	Reading	Writing	Arithmetic	Common Needlework	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra	Other branches	Frame	Log	Good	Middling	Inferior	Public	Private
Campo Bello,	39	23	1	15	...	22	39	29	29	28	...	...	28	...	...	1	...	...	...	...	...	1	...	1	...	...	1	...
Dumbarton,	83	47	2	30	4	38	83	81	63	63	...	22	27	7	...	...	...	...	...	...	...	2	...	1	...	1	2	...
Grand Manan,	23	12	...	11	...	20	23	23	23	20	...	5	5	5	3	3	...	...	...	10	...	1	...	...	...	1	1	...
Lepreau,	67	35	3	25	4	29	41	39	32	23	...	1	1	...	...	...	...	...	...	...	...	2	...	...	...	2	2	...
Pennfield,	108	58	1	45	4	54	100	100	81	80	...	27	47	19	...	...	...	...	...	...	...	4	...	2	1	1	4	...
St. Andrews,	345	169	7	161	8	237	325	320	257	257	77	97	136	55	9	2	1	...	...	10	7	9	...	5	2	2	3	6
St. David,	39	19	6	14	...	21	38	37	33	32	...	9	15	12	...	...	...	...	...	...	...	2	...	1	1	...	2	...
St. George	291	166	3	118	4	154	282	280	215	212	20	59	69	43	13	4	4	...	1	5	...	8	1	3	3	3	5	4
St. James,	63	32	2	27	2	28	54	54	47	47	5	15	17	14	...	...	...	...	...	...	...	2	...	...	2	...	2	...
St. Patrick,	47	25	...	19	3	28	47	45	29	26	...	14	14	15	...	...	...	...	...	...	...	2	...	1	1	...	2	...
St. Stephen,	604	301	10	287	6	384	575	568	474	470	23	174	224	105	9	4	5	...	...	6	40	13	...	11	2	...	7	6
West Isles,	106	54	...	52	...	84	99	98	82	80	20	18	25	23	...	...	...	...	...	...	...	3	...	2	1	...	3	...
	1815	941	35	804	35	1099	1706	1674	1365	1338	145	441	608	298	34	14	10	...	1	31	47	49	1	27	13	10	34	16

GLOUCESTER.

Bathurst,	360	209	2	138	11	194	352	347	242	242	...	99	85	15	15	5	1	...	...	4	18	6	3	3	5	1	7	2
Beresford,	177	82	2	93	...	117	169	169	138	135	...	48	41	2	14	...	...	...	...	...	...	5	1	2	4	...	6	...
Caraquet,	73	46	...	27	...	36	72	70	41	40	...	11	7	2	...	...	...	...	...	...	4	3	...	1	1	1	3	...
Inkerman,	53	28	...	25	...	36	53	50	33	33	...	1	1	...	...	...	...	...	...	...	...	3	...	1	...	2	2	1
New Bandon,	145	79	...	66	...	65	138	135	118	115	4	22	15	1	...	...	...	...	...	...	...	4	...	2	2	...	3	1
Saumarez,	32	20	1	11	...	16	32	32	24	15	...	11	10	1	...	...	...	...	...	...	...	1	...	...	...	1	...	1
Shippegan,	42	21	4	17	...	25	40	40	30	16	...	...	...	...	...	...	...	...	...	...	...	2	...	1	1	...	1	1
	882	485	9	377	11	489	858	843	626	596	4	192	159	21	29	5	1	...	...	4	22	24	4	10	13	5	22	6

KENT.

Carleton,	86	44	...	41	1	42	81	80	61	61	...	15	6	2	..	...	...	...	...	...	...	4	...	2	2	...	3	1
Dundas,	168	83	...	82	3	94	164	160	115	112	18	20	18	13	...	...	...	...	...	...	...	6	1	1	3	3	4	3
Richibucto,	289	157	...	130	2	161	267	264	234	230	37	70	73	51	...	3	3	...	...	3	22	9	...	5	2	2	5	4
St. Louis,	91	49	2	35	5	49	87	85	65	64	...	9	27	41	...	...	...	...	...	...	...	3	...	3	...	...	3	...
St. Mary's,	80	31	...	48	1	41	79	78	74	74	...	14	13	10	...	...	...	...	...	...	23	3	...	...	3	...	3	...
Weldford,	365	183	2	169	11	193	341	340	278	275	23	80	42	28	...	...	...	...	...	...	...	13	...	3	6	4	11	2
Wellington,	120	55	2	58	5	67	119	115	74	74	...	9	7	2	...	...	...	...	...	...	...	5	...	3	2	...	4	1
	1199	602	6	568	28	647	1138	1122	901	890	78	217	186	147	...	3	3	...	...	3	45	43	1	17	18	9	33	11

KING'S.

Greenwich,	93	37	3	53	...	40	93	90	83	81	19	34	32	20	2	...	...	...	...	...	...	3	...	1	1	1	3	.
Hammond,	15	5	2	5	3	10	15	15	14	14	...	9	9	8	...	3	1	...	...	...	7	1	...	...	...	1	1	...
Hampton,	265	145	5	105	10	160	264	259	230	225	9	93	102	53	5	7	2	...	...	1	...	10	...	4	3	3	10	...
Havelock,	87	37	4	41	5	47	87	85	59	59	...	12	14	11	1	...	...	...	...	...	...	2	1	1	...	2	3	...
Kingston,	186	105	2	71	8	104	183	180	132	132	32	65	63	39	4	6	5	5	...	...	2	6	...	4	1	1	6	...
Norton,	135	61	13	50	11	67	134	132	123	122	...	88	79	48	..	7	1	...	...	7	12	5	...	2	1	2	5	...
Rothesay,	11	5	...	5	1	6	11	11	10	10	7	7	7	...	...	...	...	...	...	...	...	1	...	1	...	...	1	...
Springfield,	118	47	7	62	2	79	108	107	104	101	...	49	31	27	7	...	...	...	...	...	1	5	...	1	3	1	3	2
Studholm,	246	125	11	106	4	123	244	240	221	219	27	68	60	49	...	4	1	...	...	1	1	11	...	2	7	2	9	2
Sussex,	258	141	10	94	13	156	250	245	213	208	7	115	105	73	...	13	4	...	...	...	10	9	...	3	6	...	7	2
Upham,	159	89	10	59	1	77	157	155	147	140	18	47	54	40	...	...	...	...	..	...	...	5	. .	2	2	1	5	...
Westfield,	90	45	2	42	1	53	91	91	76	75	11	27	47	13	3	1	2	...	...	...	...	3	...	2	...	1	3	...
	1663	842	69	693	59	922	1638	1610	1512	1476	130	634	593	381	22	41	16	5	...	9	33	61	1	23	24	15	56	6

NORTHUMBERLAND.

Alnwick,	52	27	1	24	...	37	52	52	39	40	...	8	11	8	1	1	1	...	...	...	3	2	1	1	2	...	2	1
Blackville,	100	50	2	48	...	62	96	95	90	87	6	16	9	2	...	...	1	...	...	...	...	5	...	3	1	1	2	3
Blissfield,	59	24	1	34	...	34	54	54	41	41	...	15	12	4	...	...	...	...	...	...	...	3	...	1	2	...	...	3
Chatham,	423	179	...	230	14	257	409	401	375	375	78	139	99	24	...	3	...	...	...	2	...	10	...	7	2	...	5	5
Derby,	59	34	...	25	...	42	53	53	45	40	4	11	8	6	...	...	...	...	...	...	...	3	...	...	1	2	2	1
Glenelg,	184	100	...	84	...	105	171	170	160	158	...	36	32	3	...	...	...	...	...	...	...	8	1	3	6	...	7	2
Hardwicke,	74	30	...	43	1	34	71	71	63	60	...	2	...	...	...	...	...	...	...	...	...	3	1	1	...	3	4	...
Ludlow,	39	17	4	17	1	21	39	39	33	32	...	19	12	5	3	3	...	...	...	...	...	2	...	...	1	1	2	...

TABLE A.—PART II.—*Continued.* NORTHUMBERLAND.—*Continued.*

PARISHES.	PUPILS.																					SCHOOL HOUSES.						
	Whole number on Register	MALE		FEMALE		Average attendance	NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.															Building		State of repair				
		Under 16	Over 16	Under 16	Over 16		Spelling	Reading	Writing	Arithmetic	Common Needlework	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra	Other branches	Frame	Log	Good	Middling	Inferior	Public	Private
Nelson,	159	84	4	60	11	74	147	140	109	108	7	55	25	23	...	1	2	...	...	...	...	5	...	3	1	1	5	...
Newcastle,	365	221	6	134	4	250	357	354	296	295	40	159	143	39	4	9	9	...	...	10	15	7	...	2	3	2	6	1
Northesk,	114	61	4	49	...	62	108	107	91	92	21	16	16	...	...	...	...	...	...	...	...	3	2	0	2	3	5	...
	1638	837	22	748	31	978	1557	1526	1342	1328	156	476	367	114	8	17	13	...	...	12	18	51	5	21	22	13	40	16
QUEEN'S.																												
Brunswick,	30	12	6	9	3	12	30	30	30	29	...	17	8	13	3	...	...	...	...	...	...	1	...	...	1	...	...	1
Cambridge,	264	131	20	100	13	146	260	254	203	201	...	99	98	53	9	...	...	...	...	...	...	9	...	2	4	3	8	1
Canning,	37	21	...	16	...	25	36	36	21	21	...	22	10	8	...	...	...	...	...	...	...	2	...	...	2	...	1	1
Chipman,	63	25	...	38	...	30	63	60	47	47	16	19	10	3	...	...	...	...	...	...	...	2	...	1	1	...	1	1
Gagetown,	75	31	4	40	...	43	72	70	62	62	8	41	24	19	2	1	2	2	...	1	...	4	...	1	1	2	4	...
Hampstead,	164	79	3	79	3	80	160	151	125	120	8	52	44	22	1	...	4	...	...	...	...	6	...	3	2	1	5	1
Johnston,	141	75	6	60	...	76	135	130	118	115	37	46	50	33	...	...	...	...	...	...	...	6	...	3	2	1	6	...
Petersville,	245	129	7	104	5	124	235	230	196	185	...	57	5	52	3	3	2	1	1	5	...	9	...	3	5	1	6	3
Waterborough,	73	36	10	25	2	44	70	70	61	61	6	21	15	16	7	1	...	...	1	...	...	3	...	3	...	...	2	1
Wickham,	92	47	2	42	1	43	91	91	74	72	...	31	32	17	...	...	..	...	...	...	4	2	1	...	1	2	2	1
	1184	586	58	513	27	623	1132	1122	937	913	75	405	341	226	25	5	8	3	2	6	4	44	1	16	19	10	35	10
RESTIGOUCHE.																												
Addington,	55	24	2	29	...	39	40	40	40	35	...	20	20	8	...	1	...	...	...	...	...	1	...	...	1	...	1	...
Colborne,	127	59	3	60	5	68	125	121	96	95	6	14	7	...	...	...	...	...	...	...	...	4	1	2	2	1	3	2
Dalhousie,	39	21	...	18	...	20	39	38	37	33	...	17	14	11	...	...	...	...	...	...	...	1	...	1	...	...	1	...
Durham,	45	15	1	28	1	24	40	40	14	14	...	6	6	7	...	...	...	...	...	...	...	2	...	1	...	1	...	2
	266	119	6	135	6	151	244	239	187	177	6	57	47	20	...	1	...	...	...	...	...	8	1	4	3	2	5	4

SAINT JOHN.																											
Lancaster,	554	298	6	242	8	301	525	510	384	381	23	153	160	102	4	1	9	10	...	9	15	13	...	10	3	...	8	5
Portland,	1025	559	2	459	5	701	994	972	792	771	97	334	311	163	12	6	...	...	...	1	18	28	...	20	8	...	6	22
St. John, No. 1,	2184	1282	76	786	40	1489	2129	2081	1781	1655	444	1224	1201	87	73	30	1	...	5	60	167	43	...	37	6	...	6	37
St. John, No. 2,	547	290	4	250	3	352	534	525	475	470	98	187	178	130	3	15	2	...	...	15	81	11	...	6	5	...	2	9
St. Martins,	169	93	...	76	...	101	165	161	141	135	22	57	65	50	2	2	...	...	...	...	...	7	...	3	2	2	4	3
Simonds,	259	130	...	125	4	150	209	200	195	175	26	52	50	25	...	...	...	...	...	...	...	11	...	5	4	2	7	4
	4738	2652	88	1938	60	3094	4556	4449	3768	3587	710	2007	1965	557	94	54	12	10	5	85	281	113	...	81	28	4	33	80
SUNBURY.																											
Blissville,	60	35	1	24	...	31	56	56	45	40	...	15	9	9	...	...	...	...	...	...	...	2	1	2	1	...	3	...
Burton,	44	30	...	14	...	30	44	44	38	37	17	16	14	14	6	...	...	...	...	...	10	2	...	1	1	...	1	1
Lincoln,	78	38	2	36	2	46	71	70	61	58	9	20	27	18	...	...	...	...	...	...	...	4	...	1	2	1	4	...
Maugerville,	62	25	1	31	5	38	62	62	54	54	...	30	22	22	6	2	5	...	...	7	7	2	...	1	1	...	2	...
Northfield,	30	15	...	15	...	22	30	30	20	20	...	...	..	...	...	...	...	...	...	...	...	1	...	1	...	...	1	...
	274	143	4	120	7	167	263	262	218	209	26	81	72	63	12	2	5	...	...	7	17	11	1	6	5	1	11	1
VICTORIA.																											
Andover,	87	39	3	40	5	61	86	85	79	75	...	56	39	28	...	4	1	1	...	4	...	3	...	2	1	...	2	1
Drummond,	20	10	...	10	...	12	15	15	10	10	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1	...	1	...
Grand Falls,	52	29	...	22	1	36	52	52	30	30	9	13	10	5	...	...	...	...	...	...	...	2	...	...	1	1	1	1
Gordon,	46	21	3	21	1	31	46	45	39	38	...	19	19	14	...	8	...	...	...	6	...	1	...	...	1	...	1	...
Madawaska,	98	44	3	46	5	71	95	90	61	61	...	17	11	3	...	...	...	...	...	...	...	2	3	4	...	1	3	2
Perth,	40	18	4	16	2	30	40	40	27	20	...	1	20	...	...	...	...	...	...	...	...	1	...	1	...	...	1	...
St. Basil,	58	27	...	31	...	37	57	36	21	20	...	...	3	1	...	...	...	...	...	...	...	1	2	...	2	1	1	2
St. Francis,	128	46	2	76	4	94	120	118	86	82	8	36	30	6	6	6	4	1	...	...	...	4	4	6	2	...	4	2
St. Leonard,	65	31	...	34	...	47	56	56	38	38	...	9	10	4	...	...	...	...	...	...	...	1	2	1	1	1	3	...
	594	265	15	296	18	419	567	537	391	374	17	151	142	61	6	18	5	2	...	10	...	16	11	14	9	4	17	10
WESTMORLAND.																											
Botsford,	171	89	7	75	0	86	167	164	128	125	...	21	12	3	1	...	...	...	...	...	...	6	...	1	3	2	5	1
Dorchester,	389	169	6	197	17	245	366	361	301	295	60	112	123	6	4	10	...	...	...	9	14	11	...	2	5	4	8	3
Moncton,	317	164	4	140	9	211	304	295	270	249	49	118	109	37	2	2	6	...	...	4	...	8	...	4	2	2	2	6
Sackville,	135	69	3	61	2	67	129	128	101	100	3	50	46	20	...	...	...	...	...	...	...	4	...	1	2	1	2	2

Table A.—Part II.—*Continued.* **WESTMORLAND.—*Continued.***

PARISHES.	PUPILS.						NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.															SCHOOL HOUSES.						
	Whole number on Register	MALE		FEMALE		Average attendance	Spelling	Reading	Writing	Arithmetic	Common Needlework	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra	Other branches	Building.		State of repair.			Public	Private
		Under 16	Over 16	Under 16	Over 16																	Frame	Log	Good	Middling	Inferior		
Salisbury,	222	110	6	96	10	115	214	209	177	165	...	91	97	23	10	3	...	...	...	...	...	7	...	3	2	2	3	4
Shediac,	293	157	10	125	1	156	271	270	200	195	10	25	17	11	5	2	2	2	2	2	..	10	...	8	1	1	6	4
Westmorland,	98	50	2	42	4	57	91	90	83	78	...	35	20	20	4	1	...	...	...	...	...	4	...	1	2	1	3	1
	1625	808	38	736	43	947	1542	1517	1260	1207	122	452	426	120	26	18	10	2	2	15	14	50	...	20	17	13	29	21
YORK.																												
Bright,	143	73	1	66	3	77	135	134	106	104	5	48	40	31	...	...	...	...	...	...	1	6	...	5	1	...	6	...
Canterbury,	110	56	1	50	3	58	101	100	62	60	13	25	20	10	...	...	...	...	...	...	...	4	...	2	1	1	3	1
Douglas,	208	111	7	80	10	115	198	195	157	154	6	43	47	30	2	2	4	...	...	2	8	7	1	2	3	3	6	2
Dumfries,	39	27	...	12	...	29	36	36	25	25	18	18	18	6	...	...	...	...	...	...	...	1	1	...	2	...	2	...
Fredericton,	435	248	2	175	10	296	417	401	370	354	67	125	120	67	5	1	...	...	...	...	26	14	...	10	3	1	...	14
Manners-Sutton,	165	74	3	75	13	93	160	156	100	99	23	33	27	22	...	...	...	...	...	1	1	5	...	3	2	...	4	1
Prince William,	125	60	4	60	1	72	120	118	91	90	16	41	40	24	1	...	...	...	...	...	20	4	...	1	3	...	4	...
Queensbury,	100	43	10	39	8	54	92	92	75	76	...	33	29	25	16	4	...	...	...	3	...	4	...	...	1	3	4	...
St. Mary's,	163	100	...	54	9	94	139	137	125	124	16	69	60	18	...	1	...	...	...	5	12	6	...	2	3	1	4	2
Southampton,	35	16	1	16	2	18	32	32	29	28	...	8	9	5	...	...	...	...	...	...	...	2	...	1	1	...	2	...
Stanley,	37	22	2	13	...	21	37	37	30	9	...	4	2	4	...	...	...	...	...	...	...	1	1	1	...	1	2	...
	1560	830	31	640	59	927	1477	1439	1170	1123	164	456	412	242	24	8	4	...	...	11	68	54	3	27	20	10	37	20

Education Office, December, 1872.

GEO. THOMPSON, *Clerk* or *Ass't. S.*

ABSTRACT TABLE A.—PART II.—For the three months closing 31st December, 1871.

COUNTIES.	No. of Schools	PUPILS.																						SCHOOL HOUSES.						
		Whole Number on the Register	MALES.		FEMALES.		Average attendance	NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.																Building.		State of repair.				
			Under 16	Over 16	Under 16	Over 16		Spelling	Reading	Writing	Arithmetic	Common Needlework	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra	Other		Frame	Log	Good	Middling	Inferior	Public	Private
Albert	24	665	323	24	290	18	361	645	432	541	532	17	211	162	108	11	8	2	..	..	6	1		24	..	7	11	6	17	7
Carleton	52	1,403	666	37	619	51	877	1,364	1,342	1,076	1,073	93	461	467	270	11	6	9	3	..	3	38		52	..	25	23	4	35	17
Charlotte	50	1,815	941	35	804	85	1,099	1,706	1,674	1,365	1,338	145	441	608	298	31	14	10	..	1	31	47		49	1	27	13	10	34	16
Gloucester	28	882	485	9	377	11	489	858	843	626	596	4	192	159	21	29	5	1	..	..	4	22		24	4	10	13	5	22	6
Kent	44	1,199	602	6	563	28	647	1,138	1,122	901	890	78	217	186	147	..	3	3	..	..	3	45		43	1	17	18	9	33	11
King's	62	1,663	842	69	693	59	922	1,638	1,610	1,512	1,476	130	634	593	381	22	41	16	5	..	9	33		61	1	23	24	15	56	6
Northumberland	56	1,638	837	22	748	31	978	1,557	1,526	1,342	1,328	156	476	367	114	8	17	13	..	..	12	18		51	5	21	22	13	40	16
Queen's	45	1,184	586	58	513	27	623	1,132	1,122	937	913	75	405	341	226	25	5	8	3	2	6	4		44	1	16	19	10	35	10
Restigouche	9	266	119	6	135	6	151	244	239	187	177	6	57	47	26	..	1	..	..	..	..	..		8	1	4	3	2	5	4
Saint John	113	4,738	2,652	88	1,938	60	3,094	4,556	4,449	3,768	3,587	710	2,007	1,965	557	94	54	12	10	5	85	281		113	..	81	28	4	33	80
Sunbury	12	274	143	4	120	7	167	263	262	218	209	26	81	72	63	12	2	5	..	..	7	17		11	1	6	5	1	11	1
Victoria	27	591	265	15	296	18	419	567	537	391	374	17	151	142	61	18	5	2	..	..	10	..		16	11	14	9	4	17	10
Westmorland	50	1,625	808	38	736	43	947	1,542	1,517	1,260	1,207	122	452	426	120	26	18	10	2	2	15	14		50	..	20	17	13	29	21
York	57	1,560	830	31	610	59	927	1,477	1,439	1,170	1,123	164	456	412	242	24	8	4	..	..	11	68		54	3	27	20	10	37	20
	629	19,506	10,099	442	8,512	453	11,701	18,687	18,114	15,294	14,823	1,743	6,211	5,917	2,634	314	187	95	23	10	202	588		600	29	298	225	106	404	225

Education Office, December, 1872.

GEO. THOMPSON, *Clerk* or *Ass't. S.*

SUPERIOR SCHOOLS, AS EMBODIED IN TABLE A, PARTS I. & II.

LOCALITY.		TEACHERS.											
				RELIG DENOM.								COMPENSATION.	
COUNTY.	PARISH.	NAMES.	Native of	Episcopalian	Rom. Catholic	Presbyterian	Methodist	Baptist	Not reported	Trained or exam'd	Time in months	Provincial	Local
Albert	Hillsboro'	Bamford W. Duffy,	N B	..	..	..	..	1	..	T	3	$75 00	$75 00
Carleton	Richmond	Ivory Kilburn,	do.	..	..	1	..	..	..	T	3	75 00	75 00
	Wakefield	W. W. B. Anderson,	do.	..	..	1	..	..	..	T	2	50 00	50 00
	Woodstock	William M'Intosh,	S	..	..	1	..	..	..	T	3	75 00	75 00
Charlotte	St Andrews	David B. White,	S	..	..	1	..	..	..	T	3	75 00	81 00
Gloucester	Bathurst	L. E. Wortman, A. B.	N B	..	..	..	..	1	..	X	4½	112 50	112 50
Kent	Richibucto	Geo. Alfred Coates,	do.	..	..	1	..	..	..	T	3	75 00	78 00
King's	Hampton	George A. Inch,	do.	..	.	..	1	..	..	T	3	75 00	80 00
	Kingston	David P. Wetmore,	do	1	..	..	..	..	..	T	3	54 82	54 82
	Norton	C. B. Trueman, A. B.	do.	..	..	..	1	..	..	T	6	150 00	150 00
	Sussex	S. C. Wilbur, A. B.	do.	..	..	..	..	1	..	T	8¾	217 50	298 00
		C. Raymond, Ass't.		..	..	..	..	..	..		8¾	75 20	
Northumberl'd	Newcastle	John Sivewright,	do.	..	..	1	..	..	..	X	3	75 00	120 00
		C. Alexander, Ass't		..	..	..	..	..	..	T	3	27 50	
Queen's	Hampstead	D. George Bennet,	do.	..	..	1	..	..	..	T	2¾	56 25	56 25
Restigouche	Addington	E. H. M'Alpine, A.B.	do.	..	..	..	..	..	1	X	3	75 00	75 00
Saint John	Lancaster	M. A. Wall,	do.	1	..	..	..	..	..	T	3	75 00	75 00
	Portland	Robert Aitkin,	S	..	..	1	..	..	..	T	3	75 00	85 00
	St. John No. 1	Thos. W. Lee, A. B.	N B	1	..	..	..	..	..	X	3	75 00	150 00
	St. John No. 2	John Montgomery,	I	..	..	1	..	..	..	T	3	75 00	80 00
Sunbury	Maugerville	George Stewart,	I	..	..	1	..	..	..	T	3½	87 50	90 00
Victoria	Andover	George T. Baird,	N B	1	..	..	..	..	..	T	2¾	68 75	72 50
	Gordon	Fred. W. Watson,	do.	..	..	..	..	1	..	T	3	75 00	75 00
Westmorland,	Dorchester	E. V. Tait,	do.	1	..	..	..	..	..	T	3	75 00	112 10
		G. Morrison, Ass't,		..	..	..	..	..	..		3	27 50	
	Moncton	James G. M'Curdy,	do.	..	..	1	..	..	..	T	3	75 00	120 00
		M. M'Carthy, } Ass'ts.		..	..	..	..	..	..		3	27 50	
		C. Trenholm, } Ass'ts.		..	..	..	..	..	..		3	17 50	
	Shediac	Wm. A. Barnes,	do.	1	..	..	..	..	..	T	3	75 00	100 00
	Salisbury	Geo. E. Baxter,	do.	..	..	..	..	..	1	T	3	75 00	75 00
York	Douglas	Geo. D. Carter,	do.	..	..	..	..	1	..	T	2¾	65 00	65 00
	St. Mary's	D. H. Burbidge, A.M.	N S	..	..	..	1	..	..	T	4	100 00	100 00
				6	..	11	3	5	2	..	..	$2412 52	$2680 17

Note.—Beside the number of Pupils in the Branches specifically set

Education Office, Fredericton, December 1872.

FOR THE SHORT PERIOD FROM 1st OCT. TO 31st DEC. 1871.

PUPILS.																				APPARATUS			
	MALE		FEMALE			NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION																	
Number on the Registers	Under 16	Over 16	Under 16	Over 16	Av'g. attendance	Spelling	Reading	Writing	Arithmetic	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	Land Survey'g	Navigation	Algebra	Other	Black Boards	Maps	Globes	Tablets
42	18	2	19	3	24	42	42	42	37	17	14	13	1	3	2	..	..	4	..	1	1	..	1
50	23	..	24	3	26	50	50	46	41	28	40	23	..	3	2	..	..	..	23	1	1	..	..
29	14	1	13	1	17	29	29	24	24	20	14	8	2	3	3	3	..	1	3	1	1	1	1
34	16	3	12	3	25	34	34	32	29	12	31	9	3	..	..	..	..	3	..	1	1	1	..
65	33	6	18	8	50	65	65	52	58	43	51	19	8	..	1	..	..	9	..	1	1	..	..
57	33	..	24	..	37	57	57	44	44	21	23	13	1	1	1	..	..	4	..	1	1	1	..
41	25	1	15	..	26	41	41	33	33	21	16	18	..	3	3	..	..	3	..	1	1	..	..
38	28	..	10	..	23	38	38	35	35	24	21	..	..	7	2	..	..	1	..	1	1	1	1
35	19	2	13	1	25	35	35	34	34	20	20	9	4	3	5	5	..	..	..	1	1	..	1
33	25	2	5	1	15	32	32	31	32	27	25	11	..	7	..	1	..	7	..	1	1	..	..
69	30	6	25	8	34	62	66	53	53	43	43	35	..	12	4	..	..	..	9	1	1	..	1
86	56	1	29	..	55	86	86	85	83	80	81	26	4	9	9	..	..	10	15	1	1	1	1
10	5	..	5	..	8	10	10	10	9	5	5	4	..	..	4	..	..	..	..	1	1	..	..
55	24	2	29	..	38	40	40	40	25	20	20	..	..	1	..	..	..	1	..	1	1	..	..
43	27	3	12	1	23	43	41	37	37	23	23	23	..	7	..	..	..	7	..	1	1	1	..
49	37	..	11	1	35	49	49	48	42	31	28	14	..	5	..	..	..	..	..	1	1	..	..
38	30	8	..	..	..	38	38	38	38	38	38	27	..	10	2	..	..	4	..	1	1	1	..
48	35	4	9	..	35	48	48	48	48	48	48	41	..	13	..	..	..	13	..	1	1	1	..
40	14	1	21	4	28	40	40	34	34	20	16	16	6	2	5	..	..	7	7	1	1	1	..
44	26	3	12	3	28	44	44	37	34	23	16	18	..	4	1	1	..	4	..	1	1	..	..
46	21	3	21	1	31	46	45	39	38	19	19	14	..	8	..	..	..	6	..	1	1	..	1
66	28	..	36	2	50	66	64	66	66	31	66	27	2	10	..	..	..	9	..	1	1	1	..
78	43	..	32	3	62	78	78	76	72	47	50	..	..	2	5	..	..	4	..	1	1	1	..
38	15	4	18	1	23	38	38	35	31	19	11	11	5	2	2	2	2	2	..	1	1	..	..
58	31	3	23	1	37	58	58	58	46	25	31	10	10	3	..	..	..	..	..	1	1	..	..
42	25	3	11	3	30	42	42	28	28	14	14	11	..	2	4	..	..	..	..	1	1	1	..
46	28	..	15	..	35	46	46	38	38	20	16	8	..	1	..	..	..	5	7	1	1	1	..
1280	709	58	465	48	820	1257	1256	1136	1069	739	790	408	46	121	55	12	2	104	64	..	..	..	..

forth above, there were 57 in French, 64 in Latin, and 30 in Greek.

GEO. THOMPSON, *Clerk.*

Table I. PUBLIC SCHOOLS: PRELIMINARY. WINTER TERM, CLOSED APRIL 30, 1872.*

[This Table includes the Common, Superior, and Grammar Schools.]

COUNTIES.	Schools.	Teachers and Assistants.	Pupils Registered at School.
Albert	31	31	1461
Carleton	60	64	2794
Charlotte	65	67	3105
Gloucester	7	7	248
Kent	28	28	1097
King's	68	72	2591
Northumberland	38	39	1403
Queen's	48	48	1481
Restigouche	17	18	764
Saint John	123	131	6360
Sunbury	23	23	727
Victoria	13	13	576
Westmorland	58	63	2868
York	85	88	3281
NEW BRUNSWICK	664	672	28,756

* The Winter Term began on January 15th, 1872, and closed April 30th, 1872. The totals throughout these Tables cannot therefore be properly compared with those of any previous *full* Term.

Table II. COMMON SCHOOLS: ATTENDANCE OF PUPILS, FOR THE WINTER TERM ENDED 30TH APRIL 1872.

Counties.	Number of Pupils at School this Term.	Proportion of population in attendance in the Schools this Term.	Age and sex of pupils. Number under 5 years of age.	Number between the yrs. of 5 and 15.	Number over 15 years.	Boys.	Girls.	Grand total days' attendance made by all the Pupils on the Register.	Number daily present on an average during the time the Schools were in Session.	Number daily present on an average for the full Term.	Number daily present on an average during time in Session per 100 on Register.	Number daily present on an average for full time of Term per 100 on the Register.
Albert	1461	1 in 7.35	5	1196	260	833	628	53,601	861	715	58.93	48.94
Carleton	2794	1 in 7.14	9	2283	502	1499	1295	114,694	1799	1529	64.38	54.72
Charlotte	3105	1 in 8.83	20	2648	437	1779	1326	118,276	1901	1577	61.22	50.79
Gloucester	198	1 in 95.00	...	179	19	106	92	7,553	125	100	63.13	50.50
Kent	1097	1 in 17.41	2	924	171	601	496	36,092	685	481	62.46	43.85
King's	2542	1 in 9.67	15	2048	479	1454	1088	83,584	1486	1114	58.46	43.82
Northumberland	1349	1 in 14.91	15	1161	173	820	529	53,409	919	712	68.12	52.78
Queen's	1481	1 in 9.35	5	1210	266	872	609	49,040	881	654	59.49	44.16
Restigouche	764	1 in 7.30	5	660	99	414	350	29,442	487	393	63.74	51.44
Saint John	6360	1 in 8.22	11	5864	485	3599	2761	249,724	4413	3330	69.39	52.36
Sunbury	727	1 in 9.36	6	564	157	423	304	25,972	457	346	62.86	47.59
Victoria	576	1 in 20.21	...	456	120	297	279	21,012	354	280	61.46	48.61
Westmorland	2868	1 in 10.22	10	2400	458	1601	1267	105,820	1866	1411	65.06	49.20
York	3281	1 in 8.27	28	2783	470	1879	1402	135,730	2204	1810	67.18	55.17
New Brunswick,	28,603	1 in 9.98	131	24,376	4,096	16,177	12,426	1,083,949	18,438	14,452	64.45	50.53

Table III. COMMON SCHOOLS: WINTER TERM, ENDED 30TH APRIL 1872.

NO. OF PUPILS RECEIVING INSTRUCTION IN THE VARIOUS BRANCHES.

Counties.	Singing.	Reading.		Spelling.		Geography.		Drawing.			Writing.			Arithmetic.		
		Reading.	Recitation.	Oral on Reading Lessons.	Spelling Book & Dictation.	Oral.	Text Book.	First Lessons.	Model Cards.	Sketch Book.	First Lessons.	Half Text.	Fine Hand.	Objects or Ball Frame.	Mental.	Slate.
Albert	182	1391	454	1186	768	334	212	11	...	...	278	243	680	52	693	1110
Carleton	292	2584	967	2041	1422	1149	560	53	...	...	655	622	1455	104	1765	2046
Charlotte	304	2877	1078	2165	1751	1060	712	30	12	10	572	367	1464	131	1780	2348
Gloucester	31	190	113	169	119	61	23	...	...	...	68	45	98	11	148	167
Kent	...	1035	220	910	520	269	156	6	...	...	224	174	497	36	696	816
King's	67	2422	939	2084	1394	778	564	50	22	3	517	472	1249	76	1321	1933
Northumberland	56	1259	330	745	667	577	276	20	...	...	228	265	671	59	978	978
Queen's	...	1383	1022	1118	761	563	308	4	..	...	315	218	718	52	965	1105
Restigouche	...	733	264	633	398	229	141	...	8	...	194	122	368	52	438	536
Saint John	1208	5690	2042	4357	3855	2641	932	208	66	46	1104	1118	3126	405	4415	4862
Sunbury	56	639	239	472	443	182	157	...	...	...	145	95	358	9	320	524
Victoria	...	553	124	368	264	141	78	...	...	2	85	111	297	6	251	414
Westmorland	68	2666	777	1903	1335	982	522	11	3	1	817	506	1240	52	1719	2043
York	1162	2532	1588	1901	1653	883	551	22	...	243	614	857	1181	875	1985	2011
New Brunswick	3426	25,954	10,157	20,052	15,350	9,849	5,192	415	111	305	5,816	5,215	13,402	1,920	17,474	20,896

Table III.—Continued.

No. of Pupils receiving Instruction in the various Branches.

Counties.	Grammar and Analysis.		History.			English Composition.	Bookkeeping.	Chemistry of Common Things.	Algebra.	Geometry.	Navigation.	Mensuration.	Nat. Philosophy.	Latin.	Greek.	French.	Physiology.	Surveying.	Botany.	Natural History.	Other Branches.
	Oral.	Text Book.	Of British America.	Of Britain.	Of other Countries.																
Albert	274	402	22	234	25	206	39	...	20	21	5	...	1	15	...	4	1	...	...	...	...
Carleton	555	738	160	600	10	347	35	19	27	30	1	16	29	47	2	5	...	3	...	...	...
Charlotte	522	731	58	485	...	436	61	46	30	33	38	...	37	9	8	19	...	3	...	...	22
Gloucester	67	56	...	1	...	41	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kent	127	274	30	115	...	31	8	...	3	8	...	...	...	6	...	6	...	...	...	...	...
King's	473	792	21	495	57	344	33	11	53	50	1	6	4	19	5	5	...	3	...	...	5
Northumberland	336	314	...	132	...	142	10	...	18	16	...	3	20	3	4	7	...	...	...	...	...
Queen's	463	410	26	287	27	135	37	4	24	41	3	...	2	1	...	...	...	...	1	...	14
Restigouche	120	279	...	86	50	93	3	...	30	19	...	1	...	22	5	29	...	...	...	...	...
Saint John	1976	2510	166	1152	45	874	231	66	196	206	7	...	198	241	63	378	...	...	12	52	...
Sunbury	80	212	30	222	29	72	13	...	23	26	...	...	9	30	4	...	...	...	...	...	...
Victoria	122	135	...	89	...	115	38	...	17	19	...	1	20	7	...	...	...	...	...	...	...
Westmorland	370	709	104	420	21	226	54	13	29	34	2	...	...	7	5	...	...	...	...	...	2
York	736	576	162	275	185	184	36	44	33	29	...	...	11	30	7	6	...	...	...	...	13
New Brunswick	6221	8,138	779	4593	449	3246	598	205	503	532	57	27	331	437	103	459	1	9	13	52	56

Table IV. COMMON SCHOOLS. TEACHERS EMPLOYED: WINTER TERM, ENDED 30TH APRIL 1872.

Counties.	Grammar School.	Male. Class. 1	Male. Class. 2	Male. Class. 3	Female. Class. 1	Female. Class. 2	Female. Class. 3	Total. Male.	Total. Female.	Total. Both.	Trained.	Untrained	No. of Assistants employed. Male.	No. of Assistants employed. Female	Total number of Teachers employed this Term.
Albert	1	4	9	6	5	4	2	20	11	31	27	4	...	...	31
Carleton	1	15	10	11	12	6	5	37	23	60	49	11	1	3	64
Charlotte	1	6	13	3	18	14	10	23	42	65	54	11	...	2	67
Gloucester	...	...	...	2	...	3	1	2	4	6	3	3	...	...	6
Kent	1	1	3	4	5	7	7	9	19	28	24	4	...	...	28
King's	...	10	20	2	13	7	15	32	35	67	60	7	2	2	71
Northumberland	...	3	7	8	3	12	5	18	20	38	31	7	...	1	39
Queen's	...	6	14	6	6	9	6	26	21	47	44	3	...	...	47
Restigouche	1	2	3	3	1	4	3	9	8	17	11	6	...	1	18
Saint John	1	30	18	5	39	23	7	54	69	123	112	11	3	5	131
Sunbury	1	5	3	3	1	5	5	12	11	23	19	4	...	...	23
Victoria	1	4	...	3	...	2	3	8	5	13	7	6	...	...	13
Westmorland	1	5	15	12	9	7	9	33	25	58	52	6	1	4	63
York	1	12	19	9	17	15	12	41	44	85	66	19	...	3	88
New Brunswick,	10	103	134	77	129	118	90	324	337	661	559	102	7	21	689

Table V. COMMON SCHOOLS. PERIOD OF SERVICE OF TEACHERS: WINTER TERM, ENDED 30TH APRIL 1872.

Counties.	No. of Teachers employed in same District as during previous Term.	Number of Teachers removed to a new District.	Number of Teachers not more than 3 years in the service.	Number of new Teachers this Term.	PERIOD OF SERVICE OF TEACHERS OF THE 1st CLASS.												
					Male Teachers, 1st Class.							Female Teachers, 1st Class.					
					No. 1st term employed in teaching.	No. 2nd term employed.	No. upwards of 1 but not over 2 yrs. employed.	No. upwards of 2 but not over 3 yrs. employed.	No. upwards of 3 but not over 5 yrs. employed.	No. upwards of 5 but not over 7 yrs. employed.	No. upwards of 7 years in the service.	No. 1st term employed in teaching.	No. 2nd term employed in teaching.	No. from 1 to 2 yrs.	No. from 2 to 3 yrs.	No. from 3 to 5 yrs.	No. from 5 to 7 yrs.	No. upwards of 7 years.
Albert	17	11	16	3	...	...	1	...	...	...	4	...	1	1	1	...	2	...
Carleton	32	22	17	6	...	..	...	...	...	4	12	...	...	4	...	3	...	5
Charlotte	41	19	21	5	...	...	...	1	1	...	5	...	...	3	1	1	4	9
Gloucester	1	3	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kent	12	14	12	2	...	...	...	...	...	2	...	1	...	...	...	1	2	1
King's	28	27	34	12	1	1	...	1	2	1	4	1	...	1	2	4	2	3
Northumberland	22	14	14	2	...	...	1	...	...	...	2	...	...	...	...	2	...	1
Queen's	26	13	22	8	...	...	...	...	...	1	5	...	...	...	1	3	2	...
Restigouche	9	5	10	3	...	...	...	1	...	...	2	...	...	...	...	...	...	1
Saint John	69	40	30	14	2	...	...	4	2	1	22	3	2	1	2	6	5	20
Sunbury	12	5	12	6	1	1	...	1	1	...	2	...	...	...	...	...	1	...
Victoria	7	3	...	3	...	...	...	3	1	...	1	..	...	...	...	...	...	...
Westmorland	28	21	24	9	...	...	...	...	...	...	6	1	...	2	...	...	3	3
York	45	28	28	12	1	...	...	...	2	...	10	2	...	6	1	5	...	3
New Brunswick,	349	225	242	87	5	2	2	11	9	9	75	8	3	18	8	25	21	46

Table VI. COMMON SCHOOLS. TIME IN SESSION: WINTER TERM, ENDED 30TH APRIL 1872.

COUNTIES.	No. of Schools open this Term.	No. of Schools in Session less than 50 days.	No. of Schools in Session 50 days but less than 60.	Total in Session less than 60 days.	No. in Session 60 days or upwards.	No. in Session within 5 days or less of full Term.	No. in Session the full Term of 75 days.	Average days Schools in Session for this Term.	Aggregate No. of days Schools open during the Term.
Albert, ...	31	5	4	9	22	5	6	62.22	1929
Carleton, ...	60	5	9	14	46	21	9	63.75	3825
Charlotte, ...	65	7	11	18	47	12	3	62.22	4044
Gloucester, ...	6	1	1	2	4	...	1	60.25	361
Kent, ...	28	10	4	14	14	3	3	52.71	1476
King's, ...	67	18	7	25	42	12	8	56.24	3768
Northumberland, ...	38	9	4	13	25	9	8	58.10	2208
Queen's, ...	47	13	10	23	24	8	5	55.68	2617
Restigouche, ...	17	4	4	8	9	3	3	60.47	1028
Saint John, ...	123	19	29	48	75	11	4	56.59	6961
Sunbury, ...	23	6	3	9	14	2	6	56.87	1301
Victoria, ...	13	2	2	4	9	2	2	59.40	772
Westmorland, ...	58	14	14	28	30	6	2	56.72	3290
York, ...	85	9	10	19	66	30	7	61.58	5234
NEW BRUNSWICK, ...	661	122	112	234	427	124	67	58.73	38,821

Table VII. COMMON SCHOOLS. VISITS—PUBLIC EXAMINATION—PRIZES: WINTER TERM, ENDED 30TH APRIL 1872.

Counties.	No. of visits by Trustees and Secretary.	No. of visits by the County Inspector.	No. of visits by Members of Parliament.	No. of visits by Clergymen.	No. of visits by Teachers.	No. by other visitors.	Half-Yearly Examination.		Prizes.	
							No. of Schools holding public examination at close of this Term.	No. of Schools not holding public examination at close of this Term.	No. of Prizes given to Pupils.	Value of Prizes given.
Albert, ...	148	25	4	5	16	51	15	16	...	$25 80
Carleton, ...	324	28	1	26	29	274	34	26	27	9 90
Charlotte, ...	383	83	2	48	40	223	47	18	10	...
Gloucester, ...	17	6	...	1	2	12	6	...	...	...
Kent, ...	97	26	...	8	6	41	17	11	...	...
King's, ...	327	29	2	19	27	210	45	22	...	...
Northumberland, ...	161	1	1	14	28	77	9	29	...	...
Queen's, ...	239	28	1	15	29	182	32	15	...	...
Restigouche, ...	56	31	10	14	12	46	9	8	...	...
Saint John, ...	385	145	18	55	147	386	91	32	...	...
Sunbury, ...	61	13	2	4	11	74	9	14	...	...
Victoria, ...	49	7	...	9	9	39	8	5	...	...
Westmorland, ...	250	7	8	9	28	128	20	38	...	...
York, ...	240	24	41	81	142	733	49	36	...	...
NEW BRUNSWICK, ...	2737	453	90	303	521	2482	391	270	37	$35 70

Table VIII. COMMON SCHOOLS: AVERAGE SALARIES OF TEACHERS, ACCORDING TO THE RATE PAID IN WINTER TERM, ENDED 30TH APRIL 1872.

Counties.	Average rate per year to male teachers. 1st Class. Government aid.	Trustees or Local Salary.	Total.	2nd Class. Government aid.	Salary from Trustees.	Total.	3rd Class. Government aid.	Salary from Trustees.	Total.	Average rate per year to female teachers. 1st Class. Government aid.	Salary from Trustees.	Total.	2nd Class. Government aid.	Salary from Trustees.	Total.	3rd Class. Government aid.	Salary from Trustees.	Total.
Albert	$100	217 00	367 00	120	253 00	373 00	90	142 00	232 00	110	190 00	230 00	90	127 00	217 00	70	103 33	173 33
Carleton	100	209 03	309 03	120	195 90	315 90	90	160 97	250 97	110	190 83	230 83	90	190 33	210 33	70	97 71	167 71
Charlotte	100	466 98	616 98	120	278 80	398 80	90	171 00	261 00	110	200 00	310 00	90	149 39	239 39	70	161 95	231 95
Gloucester	..	..	..	..	..	..	90	140 00	230 00	..	..	..	90	105 33	195 33	70	70 00	140 00
Kent	100	250 00	400 00	120	239 33	359 33	90	196 00	256 00	110	159 90	269 90	90	99 14	189 14	70	93 43	163 43
King's	100	320 00	470 00	120	164 00	284 00	90	140 00	230 00	110	173 00	283 00	90	109 98	199 98	70	98 00	168 00
Northumberland	100	366 00	516 00	120	274 00	394 00	90	115 19	205 19	110	176 00	286 00	90	96 00	186 00	70	93 00	163 00
Queen's	100	153 00	303 00	120	168 71	288 71	90	96 83	186 83	110	134 16	244 16	90	129 45	219 45	70	96 83	166 83
Restigouche	100	300 00	500 00	120	213 33	333 33	90	166 00	256 00	110	180 00	290 00	90	195 00	215 00	70	81 33	151 33
Saint John	100	591 93	741 93	120	346 99	466 99	90	134 80	224 80	110	278 08	388 08	90	181 90	271 90	70	195 71	195 71
Sunbury	100	223 33	373 33	120	170 00	290 00	90	148 00	238 00	110	190 00	230 00	90	109 00	199 00	70	84 00	154 00
Victoria	100	212 00	362 00	..	..	..	90	150 00	240 00	..	..	..	90	126 00	216 00	70	119 00	189 00
Westmorland	100	344 16	494 16	120	197 97	317 97	90	153 99	243 99	110	155 77	265 77	90	131 14	221 14	70	116 00	186 00
York	100	348 00	498 00	120	179 96	299 96	90	170 00	260 00	110	188 19	298 19	90	119 86	209 86	70	109 76	179 76

Table IX. COMMON SCHOOLS: EXPENDITURE OF GOVERNMENT FUNDS FOR 7 MONTHS ENDING 30TH APRIL 1872, to Teachers, by Drafts of the Chief Superintendent, payable at Fredericton and St. John.

COUNTIES.	FROM 30TH SEPT. 1871 TO 31ST DEC. 1871, TO EXPIRATION OF OLD LAW.			TO TEACHERS UNDER COMMON SCHOOLS ACT. TO 30TH APRIL 1872.				TOTAL FOR BOTH PERIODS.
					EXTRA.			
	Parish Schools.	Superior Schools.	Total.	Common Schools.	Superior.	Grammar Schools as High Schools.	Total.	
Albert	$612 05	$75 00	$687 05	$876 61	$82 18	$125 45	$1084 24	$1771 29
Carleton	1299 85	200 00	1499 85	1911 20	142 59	130 93	2184 72	3684 57
Charlotte	1397 00	75 00	1472 00	1790 54	68 11	114 54	1973 19	3445 19
Gloucester	657 06	112 50	799 56	159 31	...	...	159 31	928 87
Kent	1067 16	75 00	1142 16	602 05	39 05	96 35	737 45	1879 61
King's	1754 51	572 52	2327 03	1907 44	85 89	...	1993 33	4320 36
Northumberland	1278 90	102 50	1381 40	934 29	76 86	...	1011 15	2392 55
Queen's	1446 08	56 25	1492 33	1168 19	...	...	1168 19	2660 52
Restigouche	182 38	75 00	257 38	474 74	45 87	134 54	655 15	912 53
Saint John	3478 31	300 00	3778 31	3492 33	85 85	...	3578 18	7356 49
Sunbury	272 47	87 50	359 97	583 45	61 47	134 54	779 46	1139 43
Victoria	585 10	143 75	728 85	371 37	91 74	136 34	599 45	1328 30
Westmorland	1395 79	372 50	1768 29	1491 81	120 25	96 35	1708 41	3476 70
York	1469 19	165 00	1624 19	2526 15	130 46	...	2656 61	4280 80
NEW BRUNSWICK	$16,875 85	$2,412 52	$19,288 37	$18,289 43	$1,030 32	$969 04	$20,288 84	$39,577.21

Table X. COMMON SCHOOLS: EXPENDITURE OF COUNTY FUND, FOR THE TERM ENDED 30TH APRIL 1872, to Trustees by Drafts of the Chief Superintendent, payable by the several County Treasurers.

COUNTIES.	Amount of County Assessment the Chief Superintendent authorized by Law to draw from County Treasury. (1)	DISTRIBUTION. In respect of the services of qualified Teachers, exclusive of Assistants. (2)	In respect of the average number of Pupils in attendance as compared with the whole average number of Pupils attending the Common Schools in the County, and the time in operation. (3)	Total to the Trustees. (4)	Amount (of Col. 3) per Pupil in attendance the full Term. (5)
Albert,	$1600 80	$248 92	$1351 88	$1600 80	$1 94
Carleton,	2990 70	522 63	2468 07	2990 70	1 64
Charlotte,	3882 30	530 47	3351 83	3882 30	2 18
Gloucester,	* 1410 75	48 21	1362 54	1410 75	13 55
Kent,	2865 15	194 23	2670 92	2865 15	5 65
King's,	3688 95	492 14	3196 81	3688 95	2 85
Northumberland,	† 3017 40	282 93	2730 18	3013 11	4 28
Queen's,	2077 05	334 38	1742 67	2077 05	2 83
Restigouche,	836 25	133 36	702 89	836 25	1 85
Saint John,	7845 45	852 96	6992 49	7845 45	1 76
Sunbury,	1023 60	167 01	856 59	1023 60	2 52
Victoria,	1746 15	102 94	1643 21	1746 15	6 04
Westmorland,	4400 25	391 48	4008 77	4400 25	3 29
York,	3170 10	447 45	2722 65	3170 10	2 47
NEW BRUNSWICK,	$40,554 90	$4,749 11	$35,801 50	$40,550 61	...

* Being one-half the amount advanced to the County from the Provincial Treasury, under Sec. 18 of the Common Schools Act.

† Balance of $4.29 not distributed.

Table XI. SUPERIOR SCHOOLS: EMBODIED IN PREVIOUS TABLES—WINTER TERM ENDED 30TH APRIL 1872.

LOCALITY.			TEACHERS.						
							COMPENSATION.		
COUNTY.	PARISH.	District.	NAMES.	Number.	Assistants.	Days service this Term.	Provincial for time.	Rate of Local pay for year.	No. of Pupils on Register.
Albert	Alma	5	Chipman Bishop	1	..	75	$92 97	$300 00	70
	Harvey	3	Bamford W. Duffy	2	..	71	79 22	270 00	40
Carleton	Richmond	7	Ivory Kilburn	3	..	73	90 50	280 00	58
	Simonds	4	Richard Wheeler	4	..	71	73 35	250 00	59
	Wakefield	7	Josiah Murphy	5	1	74	91 75	380 00	78
	Woodstock	6	William M'Intosh	6	2	75	68 62	220 00	105
Charlotte	St. George	1	James Vroom	7	..	66	63 02	250 00	61
	St. Stephen	Town,	James Dow	8	..	75	92 00	750 00	51
Kent	Richibucto	2	George A. Coates	9	..	63	78 10	300 00	54
King's	Hampton	2	William Wetmore	10	..	70	86 79	300 00	47
	Kingston	5	G. Hudson Flewelling	11	..	21	21 69	250 00	41
	Norton	1	Andrew T. Somerville	12	..	45½	47 04	275 00	103
	Rothesay	2	George A. Inch	13	..	70	86 79	300 00	47
	Springfield	1	W. Y. T. Sims	14	1	74	91 74	300 00	58
	Sussex	1	Samuel C. Wilber, A. B.	15	1	75	92 97	300 00	76
	Westfield	2	John W. Caulfield	16	..	75	61 98	250 00	35
Northumberland	Derby	1	James N. Wathen	17	1	54	66 95	300 00	64
	Newcastle	7	John Seivewright	18	..	70	86 78	600 00	49
Restigouche	Addington	1	E. H. M'Alpin, A. B.	19	1	74	91 74	375 00	112
St. John	Lancaster	3	M. Allan Wall	20	..	72	89 26	300 00	49
	Portland	Town,	D. Morrison	21	..	68½	84 44	850 00	94
Sunbury	Blissville	8	James L. Simpson, M. D.	22	..	41½	40 70	237 50	43
	Maugerville	2	George Stewart	23	..	75	92 98	200 00	36
Victoria	Andover	3	George T. Laird	24	..	74	91 74	300 00	87
	Gordon	1	Frederick W. Watson	25	..	74	91 74	300 00	49
Westmorland	Dorchester	2	Edward V. Tait	26	2	71	88 02	450 00	113
	Moncton	1	James G. M'Curdy	27	1	63	78 10	335 00	115
	Salisbury	24	Tobias Addy	28	..	61	75 62	450 00	77
	Shediac	11	William A. Barnes	29	..	70	86 78	300 00	58
York	Canterbury	8	Wm. W. B. Anderson	30	1	75	92 97	300 00	86
	Douglas	1	George D. Carter	31	..	74½	84 65	275 00	72
	St. Mary's	3	D. H. Burbidge, A. M	32	1	73	91 00	450 00	98
			Total	..	..	..	$2,552 00	..	2183

Table XI.—Continued.

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION.

No. brought forward.	Singing.	Reading.		Spelling.		Geography.		Drawing.			Writing.			Arithmetic.			Grammar.		Hist. ry.																
		Reading.	Recitation	Oral on Reading Lessons.	Spell'g Book and Dictation.	Oral.	Text Book.	1st Lessons.	Model Cards.	Sketch Book.	1st Lessons.	Half Text.	Fine Hand.	Object or Ball Frame.	Mental.	Slate.	Oral.	Text Book.	British America.	Of Britain.	Other Countries.	English Composition	Bookkeeping.	Chemistry of Com. Things.	Algebra.	Geometry.	Navigation.	Mensuration.	Nat. Philosophy.	Latin.	Greek.	French.	L. Surveying.	Other.
1	40	69	..	69	28	15	12	11	..	..	20	..	25	..	55	63	..	17	..	13	..	13	2	..	..	..	..	..	..	..	..	..	..	..
2	..	35	18	27	28	35	..	..	..	..	8	5	29	..	13	37	..	16	..	10	..	7	1	..	3	2	6	1	..	..	..	..	..	..
3	..	58	21	58	30	43	5	..	..	..	53	53	45	..	50	45	30	60	..	19	1	2	1	..	3	3	4	..	..	..	..	..	..	17
4	..	59	..	59	21	13	..	..	..	..	5	..	40	..	45	45	21	21	..	19	..	..	..	..	3	4	..	..	..	..	..	..	..	..
5	..	75	50	75	50	78	60	..	..	..	72	12	60	..	72	70	70	70	40	46	..	45	6	..	6	1	..	..	..	..	..	..	..	..
6	..	100	6	100	70	40	43	..	..	..	20	30	30	..	60	80	40	40	..	28	..	12	5	..	4	2	..	..	..	..	..	..	..	..
7	..	50	14	26	44	..	19	..	..	..	..	1	56	..	50	57	..	39	..	29	..	41	5	..	..	7	3	..	2	..	..	..	..	..
8	..	51	47	51	47	44	44	..	..	..	..	2	49	..	51	51	44	44	..	25	..	23	14	20	10	9	7	..	..	..	..	..	1	..
9	..	54	..	54	42	10	22	..	..	..	8	12	20	..	41	41	26	26	25	25	..	..	2	..	2	3	2	..	..	..	..	..	..	..
10	..	45	35	45	33	15	25	..	..	..	4	12	28	..	34	43	15	25	..	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..
11	..	41	..	41	26	..	..	..	..	..	3	11	17	..	..	30	11	21	..	11	..	..	..	..	3	3	..	..	1	..	..	..	..	..
12	..	103	..	103	76	38	20	..	..	..	11	40	39	..	..	83	20	52	..	30	..	..	..	..	7	9	..	1	..	3	..	..	..	..
13	..	45	24	40	28	13	18	..	..	..	14	13	14	..	33	43	14	20	..	..	..	14	5	..	4	..	..	..	..	..	..	..	..	..
14	..	58	..	14	44	13	32	..	..	..	10	20	24	..	13	14	..	39	..	19	..	..	..	..	14	13	..	5	..	9	2	..	3	5
15	..	76	..	75	45	25	25	..	..	..	5	12	43	..	10	56	8	41	..	18	..	..	..	..	11	5	..	..	..	2	3	..	..	1
16	..	35	35	35	20	..	..	..	..	..	7	2	16	7	26	26	20	20	..	5	..	5	5	..	3	4	..	..	..	..	..	..	..	..
17	..	61	..	59	41	49	26	..	..	..	10	18	32	..	49	46	29	29	..	12	..	10	1	..	5	5	..	..	..	..	..	..	..	..
18	..	49	40	8	49	..	..	..	..	..	..	..	49	49	49	49	49	49	..	42	..	42	4	..	6	5	6	..	20	7	4	7	..	..
19	..	100	48	82	60	42	40	..	..	..	15	14	83	..	83	83	17	45	..	17	..	12	..	..	1	1	..	..	..	4	1	8	..	..
20	..	40	20	40	32	..	22	..	..	..	10	11	16	..	23	25	23	23	..	23	..	21	11	2	7	7	..	..	..	5	..	5	..	..
21	..	94	..	94	94	..	..	..	..	..	..	..	94	94	94	94	..	94	..	30	..	94	..	..	26	22	..	..	..	17	3	12	..	..
22	..	41	..	41	24	..	5	..	..	..	4	..	20	..	..	28	2	6	..	15	..	..	..	..	1	2	..	..	..	..	..	..	..	..
23	11	32	18	11	25	12	20	..	..	..	5	6	35	..	8	28	..	25	..	12	11	14	6	..	7	5	..	..	9	..	..	..	..	..
24	..	87	..	16	61	24	18	..	..	2	16	34	32	..	48	60	..	36	..	26	..	16	8	..	2	10	2	..	..	..	..	..	..	1
25	..	49	..	49	32	20	..	..	..	..	7	..	28	..	21	35	22	22	..	15	..	..	..	..	9	8	..	..	20	..	..	..	..	..
26	..	93	..	113	93	113	25	..	..	..	59	..	54	..	113	77	..	45	..	32	8	17	..	..	8	21	..	..	..	6	..	..	..	..
27	..	109	20	75	84	68	39	..	..	..	16	21	54	..	45	98	..	45	..	34	..	..	..	..	6	4	..	..	..	..	..	..	..	..
28	..	77	23	77	43	43	25	..	..	..	62	36	17	..	56	56	17	17	..	9	..	5	..	..	4	1	..	..	..	..	..	..	..	..
29	..	58	50	40	40	..	13	..	..	..	50	50	50	..	40	40	..	15	..	17	..	..	12	..	3	4	..	..	..	..	..	..	..	2
30	80	84	44	84	60	37	38	..	..	..	17	39	30	31	55	54	27	28	..	7	..	..	..	..	3	4	..	..	..	2	..	..	..	9
31	..	71	9	71	29	11	3	..	..	..	11	8	34	..	35	53	..	16	..	8	..	6	1	..	5	5	..	..	..	..	..	..	..	6
32	..	98	22	73	32	..	23	..	..	..	..	41	21	..	55	70	..	36	..	14	..	12	10	..	6	2	..	..	..	..	6	..	..	..
	131	2097	544	1895	1431	801	639	11	..	2	522	503	1184	181	1331	1680	505	1062	65	614	20	411	99	22	166	171	30	7	51	56	13	38	4	41

Table XII. GRAMMAR SCHOOLS: To the close of the Winter Term ended 30th April 1872.

[The Trustees of those Schools marked with an asterisk * united with the District School Trustees under the authority of Section 53 of the 'Common Schools Act,' on the conditions named in Regulation 36, of the Board of Education. These united Schools are included in Tables previously given.]

LOCALITY.			TEACHERS.							
						COMPENSATION.				
						TO THOSE IN UNION.				
COUNTY.	PARISH.	Number.	NAMES.	No. of Assistant Teachers.	Length of service in days or months.	District.	County Grammar School.	Grammar School Grant to those not in Union.	Total of Government aid.	Rate per year from Trustees.
Albert	* Hillsborough,	1	George W. Beatty, A. B.	..	69 days,	$42 77	$125 45	..	$168 22	$225 00
Carleton	* Woodstock	2	James M'Coy	1	72 days,	45 38	130 93	..	176 31	110 00
Charlotte	* Saint Andrews	3	Charles M. Sills, A.B.	..	63 days,	39 05	114 54	..	153 59	400 00
Gloucester	Bathurst	4	Lestock DesBrissy, A.B.	..	6 months,	..	..	$200 00	200 00	280 00
Kent	* Richibucto	5	John Moser, A.M.	..	53 days,	32 85	96 35	..	129 20	200 00
King's	Kingston & Hampton	6	John Raymond	..	6 months,	..	..	200 00	200 00	200 00
Northumberland	Chatham,	7	Richmond Shreve, A. B.	..	6 mos. to Aug. 30	..	..	200 00	200 00	200 00
Queen's,	Gagetown	8	Philip Cox, A. B.	..	7 months,	..	..	233 33	233 33	220 00
Restigouche	* Dalhousie	9	John R. Miller, A.B.	..	74 days,	45 87	134 54	..	180 41	250 00
Saint John	* City of Saint John	10	Dr. Chas. G. Coster	3	66 days,	41 60	*180 00	..	221 60	500 00
Sunbury	* Sheffield	11	Geo. F. Burpee, A. M.	2	2½ months,	..	..	76 19	338 05	250 00
			Not in previous tables, paid Assistants	..	.. ..	..	..	81 45		
			Geo. F. Burpee	..	74 days,	45 87	134 54	..		
Victoria	* Grand Falls	12	Geo. W. Fenwick, A. B.	..	75 days,	46 49	136 34	..	182 83	250 00
Westmorland	* Shediac	13	David B. White	..	53 days,	32 85	96 35	..	129 20	350 00
York	* Fredericton	14	Geo. R. Parkin, A. M.	1	72 days,	45 38	..	..	45 38	500 00
						$418 11	$1149 04	$990 97	$2558 12	..

* The Government aid to the St. John Grammar School, as paid through the Trustees, is $600 per year.

Table XII.—Continued.

PUPILS.

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION.

No. brought forward.	No. of Pupils on the Register.	Singing.	Reading.		Spelling		Geogra'y.		Drawing.			Writing.			Arithmetic.			Grammar.		History.			English Composition	Bookkeeping.	Chemistry of Com. Things.	Algebra.	Geometry.	Navigation.	Mensuration.	Nat. Philosophy.	Latin.	Greek.	French.	Surveying.	Other.
			Reading.	Recitation	Oral reading Lessons.	Spelling Book.	Oral.	Text Book.	1st Lessons.	Model Cards.	Sketch Book.	1st Lessons.	Half Text.	Fine Hand.	Object or Balls.	Mental.	Slate.	Oral.	Text Book.	British America.	Of Britain.	Other Countries.													
1	29	..	29	4	29	29	..	16	..	..	..	..	..	29	..	15	29	..	29	..	29	..	15	10	..	4	7	..	..	..	12	..	4	..	..
2	76	..	..	63	63	63	62	62	..	..	..	..	..	68	..	67	67	74	..	..	74	6	76	3	10	4	10	..	..	20	32	2	5	..	..
3	44	..	44	..	43	43	40	40	..	..	..	..	2	40	..	41	41	18	23	..	40	..	41	..	..	..	10	1	..	..	8	..	1	..	2
4	50	..	..	50	..	50	39	39	..	..	..	..	30	50	..	..	50	..	41	..	9	..	41	1	..	..	..	..	8	..	8	..	..	..	..
5	57	..	..	48	48	23	23	21	..	..	..	..	..	53	..	..	56	..	33	..	21	..	..	3	..	..	6	..	..	..	3	..	6	..	2
6	49	..	..	49	..	49	..	44	..	..	..	..	..	49	..	..	49	..	44	..	40	16	40	..	..	..	9	..	..	..	19	2	19	..	9
7	59	..	..	59	..	59	..	31	..	..	..	..	..	59	..	..	59	..	42	..	12	..	59	1	..	5	5	..	..	..	8	..	6	..	..
8	54	..	..	54	..	54	..	43	..	..	..	..	..	54	..	..	54	..	49	..	28	..	54	10	..	5	7	..	..	22	14	7	..	..	..
9	54	..	54	54	54	54	..	54	..	8	..	..	..	54	..	54	54	..	54	..	54	..	54	..	..	28	15	..	..	..	18	4	21	..	39
10	135	..	135	..	135	135	..	135	..	..	..	..	135	135	..	135	135	..	135	135	135	20	135	20	..	48	39	..	..	..	62	26	50	..	..
11	93	..	..	90	..	90	..	90	..	..	..	..	..	90	..	..	90	..	79	..	90	..	79	..	..	12	14	..	..	..	40	11	47	..	..
12	46	..	41	10	41	41	7	13	..	..	..	..	..	46	..	40	46	15	30	..	13	..	46	..	..	5	..	..	..	..	7	..	..	..	..
13	34	35	32	3	17	15	35	17	..	..	..	..	..	35	..	17	35	17	24	..	15	..	..	9	3	..	..	..	..	..	10	..	..	..	3
14	118	..	65	25	65	60	65	65	..	..	..	5	13	52	..	65	65	..	51	..	50	15	10	10	..	11	9	..	..	..	33	7	..	..	7
	898	35	400	509	695	765	271	670	..	8	..	5	180	814	..	434	830	124	634	135	618	37	690	67	13	122	131	1	8	42	274	59	169	..	62

Table XIII. PROVINCIAL TRAINING AND MODEL SCHOOLS: FROM THE 31ST OCT. 1871, TO THE CLOSE OF THE TERM ENDED 30TH APRIL 1872.

[The Pupils enrolled as the Model School, are included in the number of Pupils reported in previous Tables.]

LOCATION: FREDERICTON.	No. of Teachers.	STUDENTS AND PUPILS.				Total.	SPECIAL PROVINCIAL GRANTS TO THE 30TH APRIL 1872.	AMOUNT.
		No. IN ATTENDANCE.		No. AWARDED LICENSES.				
		Fall Term, 1871.	Winter Term 1872.	Close of Fall Term.	Close of Winter Term Table XIV.			
Training School.....	2	66	44	43	26	69	Salaries, viz:— Principal, ... $500 Female Assistant, ... 200 Teachers of the Model Schools, 305	$1,005 00
Model School.....	2	65	57	...	...	...	To pay rent of premises, ...	48 91
							Paid by Board of Works—fuel, repairs, for 6 months, ...	864 77
	4	131	101	43	26	69		$1,418 68

Education Office, Fredericton, December 1872.

GEO. THOMPSON, *Clerk* or *Ass't. S.*

Table XIV. COMMON SCHOOLS: Teachers' Examination—Winter Term.

Station.	No. of Candidates admitted to the Written Examinations, and the grounds of admission.					1st Class. Male.				3rd Class. Male.			1st Class. Female.					2nd Class. Female.				3rd Class. Female.			Summary. Male.				Summary. Female.			
	Students at Provincial Training School.	Holding License from Board of Education	Graduate of a College.	Graduate of a Normal School.	Total No. admitted.	No. examined for this Class.	No. obtained 1st.	No. obtained 2nd.	No. obtained 3rd.	No. examined for this Class.	No. obtained 3rd.	No obtained no License.	No. examined for this Class.	No. obtained 1st.	No. obtained 2nd.	No. obtained 3rd.	No. obtained no License.	No examined for this Class.	No. obtained 2nd.	No. obtained 3rd.	No. obtained no License.	No. examined for this Class.	No. obtained 3rd.	No. obtained no License.	Obtained 1st Class.	Obtained 2nd Class.	Obtained 3rd Class.	Obtained no License.	Obtained 1st Class.	Obtained 2nd Class.	Obtained 3rd Class.	Obtained No. License.
Fredericton, ...	35	4	1	3	43	6	4	1	1	10	7	3	10	6	2	1	1	10	6	2	2	7	4	3	4	1	8	3	6	8	7	6

☞ The Licenses issued as above were Provincial Licenses, to be valid during the good behaviour of the holders. In addition to these Provincial Licenses, a considerable number of Local Licenses, valid for one year, were issued by Inspectors during the Winter Term, under the provisions of Reg. 32 of the Board of Education.

Table XV. COMMON SCHOOLS: ALLOWANCES FROM THE 30TH OCTOBER 1871, TO 30TH APRIL 1872, PAID IN AID OF TEACHERS IN ATTENDANCE AT THE PROVINCIAL TRAINING SCHOOL.

Date of Payment.	No. of Draft.	Teacher's Name.	Locality.		Warrant providing for Drafts.	Amount.	
1871.							
November 10,	1	Samson Busby Allen,	Moncton,	Westmorland,	Warrant No. 7,	$24 00	
14,	2	L. Inglewood Flower,	Cambridge,	Queen's,	"	24 00	
14,	3	Beverly R. Somerville,	Studholm,	King's,	"	24 00	
15,	4	Elizabeth Bourgeois,	Fox Creek,	Westmorland,	"	24 00	
16,	5	Charles M'Lean,	Long Creek,	Queen's,	"	24 00	
16,	6	Louisa Pickard,	Douglas,	York,	"	24 00	
18,	7	Cecelia R. Morehouse,	Fredericton,	York,	"	24 00	
18,	8	Annie E. Wilson,	Wicklow,	Carleton,	"	24 00	
20,	9	John C. Beatty,	Hillsborough,	Albert,	"	24 00	
30,	10	Jennie M'Grigor,	Springfield,	King's,	"	24 00	
December 1,	11	Maggie E. Taylor,	Cambridge,	Queen's,	"	24 00	
16,	12	Sophie Lloyd,	Chatham,	Northumberland,	"	24 00	
30,	13	Maggie A. Nesbit,	St. John,	St. John,	"	24 00	
1872.							
January 1,	14	Clara M'Allister,	Oak Bay,	Charlotte,	"	24 00	
5,	15	Matilda M'Leod,	Upper Sussex,	King's,	"	24 00	
8,	16	Samuel A. M'Leod,	Studholm,	King's,	"	24 00	
9,	17	Maria Smith,	Aberdeen,	Carleton,	"	24 00	
11,	18	Mary E. Carter,	St. David,	Charlotte,	"	24 00	
11,	19	Minnie G. M'Kay,	M'Kay's Hill,	Fredericton,	"	24 00	
11,	20	P. Anna Cleaveland,	Point De Bute,	Westmorland,	"	24 00	
							$480 00
13,	1	Alonzo T. Dykeman,	Cambridge,	Queen's,	Warrant No. 72,	$24 00	
13,	2	Charles L Barnes,	Shediac,	Westmorland,	"	24 00	
19,	3	Mary Peacock,	Dumbarton,	Charlotte,	"	24 00	
19,	4	Willet W. Keith,	Havelock,	King's,	"	24 00	
19,	5	John L. Atkinson,	Lakeville,	Sunbury,	"	24 00	
20,	6	Frederick N. Welling,	Shediac,	Westmorland,	"	24 00	

January	22,	7	Mary E. Blake,	Andover,	Victoria,	Warrant No. 72.	$24 00	
	24,	8	John M'Cutcheon,	Prince William,	York,	"	24 00	
	25,	9	Susie A. Hendry,	Canterbury,	York,	"	24 00	
	25,	10	Mary Ann Colter,	Keswick Ridge,	York,	"	24 00	
	25,	11	Mary E. Cochran,	Rothesay,	St. John,	"	24 00	
	26,	12	John A. Gunter,	Fredericton,	York,	"	24 00	
	29,	13	Ida M'Adam,	do.	do.	"	24 00	
	29,	14	Frances Ross,	do.	do.	"	24 00	
February	2,	15	George E. Case,	Titusville,	King's,	"	24 00	
	7,	16	Agnes C. Brown,	Moncton,	Westmorland,	"	24 00	
	9,	17	Julia Pugsley,	Sussex,	King's,	"	24 00	
	12,	18	Mary M'Cabe,	Woodstock or Richmond,		"	24 00	
	12,	19	Daniel M'Intyre,	Pont Le Nim,	Restigouche,	"	24 00	
	23,	20	Wilfred F. M'Donald,	Wickham,	Queen's,	"	24 00	
								480 00
	23,	1	Gilbert E. Hetherington,	Johnston,	Queen's,	Warr't No. 150	$24 00	
	23,	2	Jane Griffith,	Fairfield, St. Martins,	St. John,	"	24 00	
March	14,	3	Florence J. Moore,	Hopewell,	Albert,	"	24 00	
	15,	4	William H. Allingham,	Little River, Hampstead,	Queen's,	"	24 00	
	21,	5	Kate LaDornie,	Eel River,	York,	"	24 00	
	25,	6	Jane Brown,	Bathurst,	Gloucester,	"	24 00	
	27,	7	Isabel Murphy,	Grove Hill,	St. John,	"	24 00	
	27,	8	Mary Cassidy,	Richmond,	Carleton,	"	24 00	
	27,	9	Lizzie Crozier,	Barnesville,	King's,	"	24 00	
	28,	10	Bessie A. Lake,	Glenville,	Westmorland,	"	24 00	
	30,	11	Carrie Hammond,	Tobique,	Victoria,	"	24 00	
	30,	12	Amanda J. Bacon,	Round Hill,	King's,	"	24 00	
April	4,	13	Clara A. Frost,	Kingston,	King's,	"	24 00	
	16,	14	Katie M'Laughlin,	Bocabec,	Charlotte,	"	24 00	
	17,	15	George M. Wetmore,	Springfield,	King's,	"	24 00	
	17,	16	George W. Miner,	Shediac,	Westmorland,	"	24 00	
	17,	17	Samuel C. Alward,	Salisbury,	Westmorland,	"	24 00	
	17,	18	William D. Perry,	Johnston,	Queen's,	"	24 00	
					Carried forward, ...		$432 00	$960 00

Table XV.—Continued.

Date of Payment.	No. of Draft.	Teacher's Name.	Locality.		Warrant providing for Drafts.	Amount.	
1872.			*Brought forward*, ...		Warrr't No. 150.	$432 00	$960 00
April 17,	19	James A. Belyea,	Belyea's Cove,	Queen's,	"	24 00	
18,	20	Daniel J. Hatfield,	Springfield,	King's,	"	24 00	
							480 00
19,	1	Lizzie Ferguson,	Waterville,	Carleton,	Warrr't No. 231.	$24 00	
19,	2	M. Morianda Rees,	Upper Keswick,	York,	"	24 00	
19,	3	Jane Isabella Crothers,	Chatham,	Northumberland,	"	24 00	
19,	4	Ella L. Thorne,	Fredericton,	York,	"	24 00	
19,	5	John N. Wells,	Harvey,	Albert,	"	18 00	
30,	6	Jeanie Dawson,	Bathurst,	Gloucester,	"	24 00	
30,	7	Isabella J. Wallace,	M'Leod's W. O.	Queen's,	"	24 00	162 00
							$1,602 00

GEO. THOMPSON.

Table XVI.

SUMMARY OF PROVINCIAL GRANTS in aid of PUBLIC SCHOOLS, from 1st October 1871 to 30th April 1872.

Public Schools—		
Common, ...	$35,165 33	
Superior, ...	3,442 84	
Grammar, ...	2,140 01	
		$40,748 18
Training and Model Schools, ...	...	1,418 68
Allowance to Teachers at Training and Model Schools, ...	...	1,602 00
Examinations, (for April 1872), ...	...	30 48
Postages, Telegrams, &c.	...	557 46
Stationery, Seals for Trustees, and Seal for Board of Education,	...	179 79
Advertising School Notices, &c., in Newspapers, ...	...	308 40
Expenses in having due notice given of Jan'y School meeting for 1872,		1,004 38
Expenses in Districting the Province, Express charges, and extra to Inspectors, to 31st December 1871, ...	...	1,486 94
Printing, chiefly Boundaries of Districts per Counties, publishing two Editions of Law and Regulations, and Report, &c., for 1871, ...		3,070 46
School Registers and Covers, ...	...	669 66
Library, Bonuses for School Libraries, ...	...	62 66
Miscellaneous, viz :—		
Edward O'Brien, Janitor for 6 months, ...	$20 00	
A. B Duncan, gas fitting and stove pipe, ...	4 81	
Training Master, Labor, Examination papers, and work upon Corrections, &c., of Campbell's Readers, by order Chief Superintendent, 1871, ...	140 50	
C. C. Copinger, to 30th April 1872, work on translations, French into English, &c.	106 00	
Dr. Bennet, close of October 1871, ...	172 83	
		442 14
Salaries—		
Chief Superintendent, for 6 months, ...	$800 00	
Assistant do. 6 "	500 00	
To the 4 District Inspectors, to close of 1871, ...	666 64	
14 County Inspectors, ...	2,000 00	
		3,966 64
Travelling expenses Chief Superintendent, ...	...	200 00
		$55,740 87

GEO. THOMPSON.

Education Office, Dec. 1872.

PART III.

APPENDICES.

APPENDIX A.

REPORT OF THE PRINCIPAL OF THE PROVINCIAL TRAINING AND MODEL SCHOOLS.

SIR,

I beg to submit, in addition to the tabulated results already laid before you, the following Report on the Training and Model Schools, for the year ended October, 1872. This period embraces three terms—two of three months' and one of five months' duration. The extended term commenced on the first Wednesday of May, as prescribed by Regulation 37.

1. TRAINING SCHOOL.

Application for Admission and Enrolment of Students.

All applicants for admission, with the exception of Holders of Valid Licenses from the Board of Education, Holders of a Diploma from a recognized Training School, or Graduates of a chartered College or University, must undergo an examination upon the same subjects as are prescribed for Third Class Teachers, omitting professional subjects. The number of applicants who underwent an examination was as follows:

October, 1871,	51
January, 1872,	27
May, "	26

Of the first number 46 or 90 per cent. were admitted; of the second 26 or 96.3 per cent.; and of the third, 22 or 84.6 per cent.

Including the students that were exempted by the Regulation from the preliminary examination there were enrolled

	Males.	Females.	Total.
October,	16	50	66
January	12	32	44
May,	11	21	32
	39	103	142

Classification.

By Reg. 40 (11) the Principal is required to make to the Chief Superintendent, at the close of each Term, a classification, based upon skill in teaching, of those students who have proved themselves entitled to the same—such classification to consist of three grades, *Superior*, *Good* and *Fair*. This professional standing does not in any way affect the Class of License obtained by the student on examination, but from the fact of its being recited in his License, it is not unlikely to have an important bearing on the demand for his services. By a reference to the Tabular Reports alluded to above, the details will be seen of the following classification made at the close of the two Terms succeeding January, when the Common Schools Act came into operation:

	Superior.	Good.	Fair.	Not Classed.
April,	5	10	18	6
September,	0	12	11	8

Though the extension of the term to five months has permitttd the course to be much fuller than formerly, especially in professional instruction, it can

scarcely be expected that a student, even in that limited period, unless he has had some experience in teaching, or is possessed with more than ordinary aptness for the work, should be entitled to grade *Superior*. It is only after a considerable amount of practice and study that he comes to realize that the relation between him and the class he teaches is very different from that which exists between a lecturer and his audience. His literary qualifications may be of a high order, but his skill in teaching may be a minimum. By the close of the Term some of the students acquire considerable skill, as is evidenced by the manner in which they deal with the pupil's answers, and the amount of impression which their instruction leaves on the mind. Such students have little difficulty in obtaining a professional standing of the first grade by a second Term's attendance. From the numerical statement given above, it will be seen that at the close of last Term no student was entitled to class Superior, while five obtained that grade at the close of the preceding Term. This distinction did not arise from any lack of ability on the part of the students of the latter Term, nor from a want of evidence of becoming as useful in the profession, but from the want of such experience as is gained by an additional attendance at this Institution, or by actual employment in the school service.

Details of Instruction.

The attention of all the students was first directed to those branches upon which they were examined at entrance—an intimate knowledge of which is indispensable to the successful teacher of our Common Schools. Many of the students were, however, sufficiently advanced to enable them to devote a portion of their time to the acquisition or extension of other branches, such as Mathematics, Chemistry of Common Things, the Grammatical Analysis of an English Classic, History of the English Language, &c. The mode of instruction did not differ in any important particular from that previously reported, except perhaps in Geometry. In this subject Euclid was employed as the text-book; but the modern method which more and more obtains of proving propositions not only by abstract reasoning, but by reference to material illustration, was frequently resorted to.

Professional Instruction.

This subject was provided for in the same way as formerly, by lecture, by example, and by practice. An hour was set apart daily for instruction in principles and methods. During the first part of the Term the students were occupied with the more elementary portions of school work, embracing the different methods of teaching reading, spelling, writing, arithmetic, and other subjects taught in our Common Schools; and at a later stage with the subject of school management, including organization, discipline, &c. The lives and principles of distinguished Teachers and Educationists, such as Pestalozzi, Jacotot, Arnold, &c., have hitherto been little more than alluded to; but the extension of the Term will henceforth allow the student to devote more time to a subject which is so highly calculated to impart an elevated tone to their professional pursuits. In addition to this theoretical course, the students were required, from time to time, to visit the two departments of the Model School, for the purpose of observing the methods of teaching, the organization, discipline, and other matters pertaining to the Teacher's profession. They had besides to take part once a week in the regular instruction of the school, not only by teaching a prescribed subject, but by directing and

governing the operations and movements of the entire department. While a student was thus engaged, his fellow students were employed in noting down what they considered the merits or defects of the lesson, embracing points of method, manner, matter, and language. These criticisms were afterwards read, and the whole was usually summed up by the Principal, whose estimate of the value of each lesson and of each criticism upon it is recorded.

Many of the Common Schools will no doubt offer different conditions to their Teachers for the carrying out of those methods which the students both witness and practice while attending a Training School. But if they have been instructed in the principles on which method is based, and thus come to feel something of the abstract value of those means by which their work is carried on, we have a right to expect that in other circumstances they will be able skilfully and readily to vary their methods to suitable degrees.

2. *MODEL SCHOOL.*

This practising school, which now consists of two departments, is admirably conducted by their respective teachers, Miss Tweedie and Miss Minard, who, I am happy to say, are as able as they are willing, to exemplify the methods which are explained in the Training School. Without these schools the theoretical instruction imparted to the students would be as fruitless as it has proved in other countries where opportunities have not been afforded for the exemplification and practice of principles. The instruction is entirely elementary, being most suitable to the special design of the Institution in its present circumstances. If one subject is better taught than another, I might specify that of *reading*. Even the youngest classes in the school have, within a short period, been enabled to read with an amount of expression that leaves little to be desired. There is somehow or other a general opinion, followed by a practice as general, that expressive reading cannot be got from a child who has not advanced beyond dissyllables. There may be greater or less difficulty according to the amount and quality of home training; but the results in the Model School, and I have no doubt in some other schools also, are such as to show that children can be taught to read with as much expression and intelligence as they can talk.

The attendance has numbered about 60 pupils, and it is to be regretted that the accommodation is so limited as to necessitate the constant refusal of increasing applications for admission.

I am, sir,

Your Obed't Servant,

WM. CROCKET, *Principal.*

T. H. RAND, Esq.,
Chief Superintendent of Education.

APPENDIX B.

REPORTS OF INSPECTORS OF SCHOOLS.

COUNTY OF ALBERT.

SIR,

I beg to submit the following Report of my work for the year, to Oct. 31st, 1872.

DISTRICTS.—In the limited time allotted to the work of dividing the Province into School Districts, it was impossible to arrive at perfection, and in consequence thereof, some dissatisfaction existed as to bounds. In order to remove this, I made a tour through the County in February, visiting the several districts, with a view of obtaining information from the most intelligent residents, as to the best mode of adjustment. In the revisions which I have recommended, four new districts have been formed; and when these recommendations are acted upon the County will be fairly arranged, with general satisfaction (three districts excepted) which so far I have failed to arrange satisfactorily.

TRUSTEES.—Trustee's duties being somewhat intricate and new, as well as arduous and responsible, have claimed a great share of my attention. Men of intelligence and business habits are not always to be found in thinly populated districts: however as a general rule, Trustees appear to have acted zealously, in the faithful discharge of their duties.

SCHOOL HOUSES.—Twelve new School Houses have been in course of construction during the summer; of these only one is completed. Existing Houses are repaired, and in some districts enlarged: improvements is apparent in most of the districts organized.

FURNITURE.—In the furnishing of School Houses considerable improvement has taken place. For the Houses occupied, new desks have been procured by the respective districts as prescribed by Reg. 7 Rem. (2); the new houses are expected to be fairly furnished.

GROUNDS.—Little improvement has taken place with respect to school grounds. In districts where new houses are being erected, the sites are purchased by the districts, varying in size from one-fourth of an acre to one acre. The titles to existing houses and grounds, remain about the same as under the old law. I have endeavoured to urge upon Trustees the importance of their purchase by the districts, but in most cases without effect; although generally acknowledged to be desirable.

APPARATUS, BLACK BOARDS, WALL MAPS.—Of the first, not much exists in our schools; very few have globes; black boards are found in almost all of them; waile quite a number are provided with a small clock, hand-bell, wall-maps and dictionary.

TEACHERS.—There were in the Winter Term 31 Schools in operation, taught by 31 Teachers. Of these 20 were Male and 11 Female Teachers.

In the Summer Term the statistics were as follows: 47 schools with 25 Male and 22 Female Teachers.

Heretofore the relinquishment of the work by many of the best informed and efficient Teachers, tended to retard improvement. Since the "Common Schools Act 1871" has been in operation Teachers are fairly and more promptly paid, their office more respected, and as a consequence, this evil will be diminished.

CONDITION OF SCHOOLS IN OPERATION.—As regards the schools in oper ation, I am happy to report them as gradually improving: and irregular of attendance being considerably removed, progress will necessarily be rapid. One evil which cannot be easily met is the frequent change of ers, and stands much in the way of advancement. Notwithstandi drawbacks quite an improvement has been made; the attendance increased, Teachers are fairly paid, and stimulated to do better

EFFORTS IN UNORGANIZED DISTRICTS.—Trustees have bee all the districts: why they are not in working order, is chi want of school houses. With one exception, they are all tricts; and in fact one half the number are classed as such Districts schools will be in operation this winter, if Teach In case they organize and fail to secure the services of have agreed to grant temporary licenses (Reg. 32) t from other Districts.

PROSPECTS OF ANNUAL MEETING.—Some opposi fered at Annual Meeting; the law apparently ope classes, but the real objections will gradually di

Many men think it a hardship to be called tends to advance the general good. There is concerning the details of the law, which as a proved: and I apprehend objections will n materially obstruct its proper and benefici

THEODORE H. RAND, Esquire, M. A.,
Chief Superintendent of Education, &c.

Nov. 1872.

CARLETON

SIR,

On the 31st of October last the f our excellent School Law, expired. This very imperfectly conveys my l marking that in my humble opi quisite independence to bestow value, place their names indell to be had in grateful remembred. F

DIVISION OF DISTRICTS.— into operation, completel ment in connection with vious to this date each was a gigantic work, r

accounting Re- ...uses., for the ...ority of the ...e already ...e Educ...ughout the ...CHOOL ...eral view of ...of this ...which the new ...ass) w...any of the men ...nd use...e progress made ...The ...as exceeded even

...—N...d money for school ...the q...a general thing, pro- ...bility ...schools and making ...dive...ustees appointed upon ...mal...special meetings called ...lying ...districts have in general ...th ...nority of the districts held ...FRIC...n with their district bound- ...efused to organize. I have ...m happy to say that in nearly ...y adjusted.

...well calculated to meet the ...concerned, and at the same ...burthening themselves too ...r the exercise of a good ...he country was, in many ...people were content with a ...in a miserable room by a third-class

pose, in this County, the services of our former Inspector, E. C. Freeze, Esq., were engaged, and notwithstanding many revisions in Boundaries of Districts are necessary, yet for the time engaged he performed a great work, and did it well.

Appointment of Inspector.—Next in order was the appointment of the late respected and lamented James Edgar, Esq., as Inspector for this County. On him rested the responsible duties of holding the first district meetings; of disseminating necessary information in order that the Districts throughout the County might be properly organized; in short, of dispelling the erroneous impression still entertained by many that the old system was the best; and of inaugurating the new system. Possessing legal knowledge, and blessed with rare mental indowments, he was enabled, notwithstanding his fast declining health, to perform those duties in so satisfactory a manner that the beneficial results accruing therefrom are perceptibly exhibited in my every day experience.

Districts and Trustees.—This County embraces some one hundred and twenty-six school Districts. Ninty per cent of these organized under the law, having elected or secured the appointment of Trustees who are assiduous to inform themselves as to the duties devolving upon them, ready and willing to perform those duties: in fact, using every endeavour to work up to the letter of the law and the requirements of the Board of Education. Six per cent. of the balance have not embraced the privileges to which they were entitled, on account of scarcity of Teachers, sparse population of Districts, and such like causes. These Districts are not opposed to the school law.

The remaining four per cent. have for the past year contained a small majority of those who, I am sorry to say, are perfectly indifferent in regard to the Education of those intrusted to their care.

School Houses, Furniture, Books, &c.—One-fourth at least of the Districts of this county have new school houses (a majority of them being of the first class) with new and approved furniture and apparatus, ready for occupation and use for the present term, a number more are under contract for erection. The authorized books are generally in use in all schools in operation.

Teachers.—Notwithstanding the great scarcity of Teachers (rendering a choice out of the question), those employed the past year in this county, as regards their ability to organize and govern a school, as well as to impart information to the diversified abilities of those under their charge, are of a superior class, both male and female, and apparently alive to the weighty responsibilities devolving upon them, as well as to the duties they are called upon to perform.

Unorganized Districts.—The number of unorganized districts in this county at present is few, and by 1873, this number will be so far diminished that I trust the opponents of our excellent school law may define it with the exclamation "naught!" In fact my opinion is if Teachers can be obtained and school accommodation furnished, by the commencement of the summer term 1873, there will be a school in operation in every district in the county organized, furnished and taught in accordance with the Common Schools Act 1871.

Present Inspector.—In July last I accepted the appointment of Inspector of schools for this county. My ambition in accepting the office was to assist by every possible legitimate means in carrying out the law (the princi-

ple of which I had been for years strongly wedded to) by giving it a fair, impartial, and unprejudiced trial. In this I have found the Trustees and Teachers in the different districts to be co-workers, in most cases ready for every good word or work that might be required of them. Many minor difficulties I found to exist, owing in a great measure to the partial understanding of the duties to be performed under the "Act." Most of those have become insignificant, or have been entirely overcome. The only existing one of any importance, is the revision in the boundaries of a few districts. This revision will, I trust, be accomplished before the next annual meeting.

I have the honour to remain
Your Obedient Servant,
JAS. H. JACQUES,
Inspector Carleton County.

THEODORE H. RAND, Esq., M. A.,
Chief Superintendent of Education
for New Brunswick.

CHARLOTTE COUNTY.

THEODORE H. RAND, Esq., M. A.
Chief Superintendent of Education.

SIR,

I have the honor, as required by law, to lay before you the following Report on the condition of Public Schools in the County of Charlotte, for the year ended October 31st, 1872. As minute and specific details have already been placed in your hands by the different Boards of Trustees throughout the County, it seems only necessary for me to present in brief a general view of matters.

I am happy to say that although the season of the year at which the new School Law came into operation was unpropitious, as very many of the men most interested in schools were in the lumber woods, yet the progress made in educational matters has been highly satisfactary, and has exceeded even my most sanguine expectations.

A large proportion of the Districts organized, and voted money for school purposes at the first annual meeting, and the Trustees, as a general thing, proceeded vigorously with the work of establishing their schools and making them efficient. Of the remainder several had their Trustees appointed upon a requisition of the rate-payers, and voted moneys at special meetings called for the purpose. The assessments levied upon these districts have in general been collected without difficulty. A very small minority of the districts held their Annual Meetings, but owing to dissatisfaction with their district boundaries, or from some supposed local grievances, refused to organize. I have directed special attention to these cases, and am happy to say that in nearly every instance difficulties have been satisfactorily adjusted.

The work of dividing the county into districts, well calculated to meet the requirements of the people so far as distances are concerned, and at the same time enable them to support good schools without burthening themselves too heavily, is a matter of no little trouble, and calls for the exercise of a good sound judgment. Under the former School Law the country was, in many places, cut up into very small districts, and the people were content with a school taught for a few months each year in a miserable room by a third-class

female teacher, whose chief aim was to get together a sufficient number of scholars to secure the Government allowance.

I am happy to say that in this county the greater number of such districts have been blotted out by the present division. This has caused no small amount of dissatisfaction, but in time all will be convinced that it is for the general good. In cases where real grievances existed, I have had such alterations made as would the better satisfy the complainants where it could be done without detriment to the working of the law.

School Buildings. — The state of the school buildings in the county at the beginning of the past year afforded *prima facie* evidence that a change of some kind was needed in our school system. On my first tour I was almost disheartened to find that in five cases out of six the most dilapidated building in the whole district was the school house. Nor was this state of things confined to country districts. The towns of St. Andrews, St. Stephen, and St. George were destitute of public school property. Buildings owned by corporations or private individuals had to be rented, even though they were, so far as regards size, locality, and ventilation, wholly unadapted for the purpose.

I trust that this state of things will not exist much longer, and during the past summer I am happy to report that great improvements have been made. The Board of Trustees for St. Andrews is working vigorously in the preparation of suitable and commodious school rooms. The trustees of St. Stephen have completed two very handsome buildings at a cost of above ten thousand dollars, and purpose erecting another for a high school during the coming season. Throughout the country districts several new school houses have been built during the summer, and more are in course of erection.

In some instances where money had to be raised by loan, the trustees were discouraged in the work by the action taken in our courts to test the constitutionality of the law, and deferred incurring any debts until that vexed question was settled. It is gratifying to the friends of free education to know that the spirit of improvement is abroad, and that different districts are vieing with each other in the erection of neat and substantial buildings. We may look with confidence for great advances during the coming summer.

Furniture. — The furniture as a general thing corresponded with the external appearance of the buildings. I am happy to say, however, that since the new law came into operation many of the old-fashioned, time-honored long desks and deal benches have been laid aside as useless lumber, and their places supplied by seats and desks in conformity with the Regulations.

Apparatus. — I found on my first tour through the county that the schools were nearly destitute of maps, and the whole blackboard surface, if collected together, was scarcely sufficient for a half dozen good schools. Globes were unheard of, and in fact the only semblance of school apparatus in nearly every district was the private property of the teachers. I have urged the importance of these matters upon the trustees, and am glad to find that in many districts they are making laudable efforts to meet the requirements of the law. I can safely say that more money has been expended for this purpose in the county during the past year, than for a period of twenty years heretofore. Teachers by persistently urging the point upon the trustees, can do much to secure a proper supply. When the matter is placed in its proper light, men see that it is just as reasonable to expect a tradesmen to work without his tools as for a teacher to labour successfully without proper school apparatus.

GROUNDS. — The only grounds owned by the districts, as a general thing, are entirely covered by the school house, and this very often infringes upon the Queen's highway. Wherever new houses have been built I have insisted that the school lots purchased should conform with the law, and the people have in general given a cheerful compliance. In a large number of the districts suitable lots have been purchased during the past summer. Public sentiment requires a great deal of education upon this point. People have to be taught that a piece of land which is of no value for any other purpose in the world is not the most desirable for a school lot, an opinion which too often prevails in the country districts. In the towns the streets have heretofore been regarded as the legitimate play grounds; but I am happy to say that the several boards of trustees are taking a different view of the matter, and are purchasing ample grounds, and displaying proper taste in their improvement.

TRUSTEES. — At the first annual meeting too little importance was attached to the selection of suitable trustees. Men should be chosen who are intelligent and who take a lively interest in the progress of education. I have endeavored to impress upon the people, in my intercourse with them, that these offices will be the best filled by zealous, intelligent and influential men; and I trust that my suggestions will be acted upon at the next annual meeting. I found, on examination of the school registers, that in many districts the trustees have neglected to visit the schools as frequently as required. I have endeavored to impress upon them the importance of their doing so, and the encouragement that would be given both to pupils and teachers by such a course. It will require time to work up a due appreciation in regard to this point.

TEACHERS. — The supply of trained teachers in this county is limited, and I have been obliged to grant several local licenses under Regulation 32. The time was when a person unfit for any other pursuit in life was thought fit to "keep" school. That time has gone by, but it has left us a few of its relics, and there are districts in which the economical feeling is so strong that they can find employment. We have a few excellent teachers, who are working with skill and enthusiasm, and are doing much to make the present system popular. We have some who are working zealously, but it is zeal without knowledge; they have no regular system, and if supplied with maps, blackboards, etc., would not know how to use them to advantage. This class, with proper encouragement, will improve themselves, and come up to the exigency of the times. But there is another large class, who lack the most essential requisites of instructors of the young, and who must be swept away by the tide of improvement.

TEXT BOOKS. — On my first tour of inspection I found books of every kind in use, from time-honored Dilworth down to the prescribed set. I am happy to say that this state of things is fast passing away. The prescribed books have been introduced into nearly every school, and are deservedly popular both with teachers and scholars.

ATTENDANCE. — One of the strongest proofs of the successful working of the law is the increased number of pupils attending the schools in operation. It is to be regretted, however, that the attendance is so very irregular both in town and country districts. Many intelligent men and heavy taxpayers are looking earnestly for the time when every district shall be compelled to support a school, and every child compelled to attend a certain number of days in the school year.

So far as I can learn, and I have had good opportunities for sounding the sentiments of the people. The law is every day becoming more popular; and I am confident that this will be fully demonstrated at the next annual school meetings. Men who at the last annual meeting stood aloof from the work, as so many do from any innovation upon worn-out systems, are beginning to acknowledge that the change has been beneficial. The trustees in districts which were lukewarm and apathetic are now arousing themselves, and striving to get their schools in operation. The demand for teachers, the liberal salaries offered, and the growing interest manifested throughout the country, show that a better era has arrived in our educational system.

The island districts are making vigorous efforts, and from several of them I have received official intimation that they intend competing for the grant to superior schools. Poor districts in which under the former system a school was never known to be in operation more than six months in the year, encouraged by the liberal provisions of the law, are seeking to reap a full share of the benefits.

A higher tone of sentiment and a greater *esprit du corps* is being developed among the teachers, which must be productive of good results. The signs of the times are hopeful, and we may look with confidence for rapid strides in the improvement of our schools and school buildings during the coming year.

In conclusion, I desire to tender my thanks to the many trustees, teachers, and ratepayers who have aided me in the work by their advice, influence, and encouragement, and have done so much to further the successful inauguration of our free school system.

I have the honor, &c., your obedient servant,

JAMES MITCHELL,

Inspector for Charlotte County.

GLOUCESTER COUNTY.

SIR,

During the school year that expired on the 31st ult. we had but six schools the first term, and seven the second term, in the county of Gloucester, in operation under the new School Act. In a great majority of our districts a decided opposition to this Act, and to the Regulations on account of their non-sectarian character, has hitherto prevented the establishment of schools, except such as the inhabitants in a few instances thought themselves able to support without Government aid. Several of these schools were soon closed again; the parents complaining that they had to pay too much, and the teachers that they got too little. These independent schools are found to be very costly; and there is reason to fear that in some cases, at least, it is not the financial resources alone of their supporters that suffer.

In some districts, but not in many, a most unreasonable dread of taxation has cruelly deprived the children during this year of the benefits of a school; though even where new school houses have to be erected, there is really no necessity for the imposition of a very heavy tax when the law is properly observed.

In the few schools in operation under the law a great deal of good has been effected during the past school year. Half of the teachers have been trained,

and their superior skill has evidently been of very great advantage to their pupils. While due attention has been paid to the most important branches of a common school education, instruction in vocal music also has been given in some of the schools. At the close of a recent examination, all the children present joined most cordially, and in almost perfect unison, in singing a hymn inculcating brotherly love and aid. Such an exercise cannot fail to be productive of much good, in various ways. For one thing, it tends very much to make a school what every school ought to be, attractive to the young.

It is gratifying to observe that the trustees of the schools which have been organized under the law have generally attended to their official duties in a way that entitles them to the cordial thanks of their constituents. Several of them have spent a deal of time in endeavouring to bring their schools into good working order, especially in the districts where new school houses had to be provided.

It appears that a great deal of unreasonable and bitter prejudice against the School Act and the regulations has been created by very discreditable misrepresentations. Some of our prominent opponents of the law, who claim to be well qualified leaders of public opinion, have persistently called the attention of their neighbours to certain sections of the Act, and to certain regulations, representing them as oppressive, &c. &c., while they have taken particular care to say nothing whatever respecting the provision so thoughtfully and kindly made by our legislators for the special benefit of poor districts and of indigent individuals, without the least reference to the religious or the political opinions of the necessitous. Opponents of this class seem to have been also very careful to say nothing of such regulations as the twenty-second, which so emphatically enjoins "each and every teacher to strive diligently to have exemplified in the intercourse and conduct of the pupils throughout the school, the principles of Christian morality," without interfering, or permitting interference, with the religious tenets of any pupil.

It does not appear to be very consistent in those who make a great outcry about the alleged injustice and "Godlessness" of the law to excite hostility, in this way, against it and its authors. Had they been fortunate enough to be educated in accordance with a law like this, some of them would most probably have been much better instructed than they have been in the science of relative rights and duties, and might have become much better practical christians than they are said by their neighbours to be. They might have been more disposed than they are to *do* justice, as well as to demand it, and to assist in improving the law, rather than in disloyally denouncing and rejecting it. But I am happy to say that among those who consider themselves aggrieved by certain sections of the act, and by some of the regulations, we have some influential and candid men who have honorably done much to allay the insurrectionary spirit that others had recklessly aroused.

I cannot conclude without acknowledging, on behalf of our districts that have complied with the law, the kind encouragement given to these districts by the Government. I earnestly hope that, during the current school year, many other districts will entitle themselves to similar encouragement, and thus assist in promoting among the youth of our country, that intelligence, and that christian morality, which are essential to a nation's power and happiness.

I remain, Sir, yours respectfully,

JAS. SMITH.

THEODORE H. RAND, Esq., A. M.,
Chief Superintendent of Education.

KENT COUNTY.

THEODORE H. RAND, Esq.,
Chief Superintendent of Education.

SIR,

In furnishing you with a very brief report of educational matters in Kent for the year ended Oct. 31, I shall confine my remarks chiefly to those school districts which have accepted the Schools Act.

Where this Act has been embraced, as in Weldford, the schools have been nearly doubled in number; but in Dundas, St. Louis, and portions of other parishes inhabited chiefly by French, the law has been rejected, and the schools closed, except a few, say eight, which have been supported entirely by private means.

The number of districts which have availed themselves of the advantages of the law within the year is 32, with 36 schools, giving employment to 13 male and 23 female teachers, distributed as follows; viz., 2 in Carleton, 1 in Dundas, 3 in Harcourt, 9 in Richibucto, 2 in St. Mary's, 14 in Weldford, and 5 in Wellington.

Other districts would probably have fallen into line, had not the law been grossly misrepresented, and had not expectations been entertained that soon it would either be repealed, or accommodated to sectarian prejudice. This may fairly be inferred from the fact that several districts, which were afterwards deterred from further action, had organized at the January meetings, and voted money for school purposes.

TRUSTEES.—The trustees of some districts have manifested a commendable zeal for the prosperity of the school, and by their frequent visits, as well as by other means, have exerted a most beneficial influence on both teacher and pupils; but I regret to have to report of other trustees that they seldom or never visit the schools, and seem to have little idea of the responsibility they incurred on accepting office, and making the declaration required by law. Such neglect and indifference is deplorable, since there are few teachers able to sustain the interests of the school, if trustees and parents do not lend their countenance and cordial support.

SCHOOL HOUSES.—Although the school houses in this county are generally very inferior, yet such has been the unsettled state of educational interests, that but little improvement has been effected during the year. It is true that school houses have in some instances been repaired and refitted, but no new ones have been erected under the provisions of the Act, except one at Bass River, Weldford, and one in the parish of Harcourt, where also another is in progress of erection. School sites, and dissatisfaction with district boundaries, have in several cases checked all effort in the direction of providing a school house.

The one referred to at Bass River, built at a cost of nearly $1000, does great credit to the district. Dimensions 44 × 25 feet, with ceiling 14 feet in height, and class-room 12 × 12. It is furnished with seats and desks (with cast-iron supports) for over 70 pupils, and is provided with wall maps, black board, &c.

In providing means of ventilation, the trustees were guided by the regulations of the board, but they have not yet been able to procure a "jacket" for the stove. The building has a very attractive appearance, and when the

grounds shall be levelled and fenced in, and the outhouses completed, it will form a singular contrast with the low, dingy little hut that served for a school-house under the old law.

It will be a difficult matter to overcome prejudices existing in many districts, and carry out the regulations of the board, as to school grounds, school furniture and apparatus; but we may hope that during 1873 considerable progress will be made in Kent as in other counties in these important objects.

TEACHERS. — I have already given the number of the teachers employed under the "Act" in Kent. It is fair to expect that now, under the advantages enjoyed, and to be enjoyed by teachers, there will be a corresponding advance in the efficiency of their labours.

CONDITION OF THE SCHOOLS. — I have visited, and examined more or less thoroughly the legally authorized schools once in each term of the year, and had the pleasure of reporting some general improvement at the time of my last visit. In the Richibucto and Kingston schools the attendance has been unusually large and the progress of pupils generally satisfactory; but in none of the schools in Kent have I met during the year with such tasteful reading, such specimens of penmanship or such excellent examples of spelling and dictation exercises, as I hope will characterize our schools ere long.

The new books, and especially the Royal Readers, are well received.

It is doubtful whether those districts which have hitherto rejected the Act, can be induced to hold the annual meeting. They are awaiting the fate or the triumph of the law.

THOS. W. WOOD,
Inspector for Kent County.

KINGS COUNTY.

SIR,

I beg to lay before you my report on the general state of the common and superior schools, districts, &c., in the county of Kings for the year ended Oct. 31, 1872.

In entering upon my duties as Inspector of schools for the county at the first of the year, I found my work to be of a very harrassing nature. The districting had been done rather hastily, the gentleman appointed for that duty (Mr. Wood) not having had sufficient time at his disposal to lay the districts off satisfactorily, and having been besieged in many instances by interested parties, who were somewhat selfish, districts were laid off in many cases that perhaps would not have been, had there been more time to hear both sides of the question.

The county had been laid off into 140 districts, subdivided among the parishes as follows:

Greenwich	6	Hammond	6
Hampton	9	Havelock	11
Kars	4	Kingston	12
Norton	8	Rothsay	5
Springfield	11	Studholm	19
Upham	8	Westfield	11
Sussex	30		

A few of these are border districts, lying partly within two counties.

In a large number of the districts there was a great deal of dissatisfaction, and I was at once beset, personally and by letter, with a great number of

petitions praying for alterations in the boundaries. In many cases the prayers or the petitions were complied with, but in still more no alterations were made.

Up to the end of the school year five new districts had been formed and alterations made in 64 others, leaving a total of 152 districts.

It will no doubt be necessary to have several more new districts formed, with numerous alterations in others, before the law will work satisfactorily throughout the county.

A majority of the people of this county were against taxation for schools before the passage of the present school law, but since it has come into operation a large majority are willing to accept it.

Unfortunately the first arrangements of the districts alienated many friends of the law, and placed many others in such positions as to make them appear as if they were opposed to it, when it was simply alterations in the districts they wished.

It is of course impossible to satisfy all parties, and it requires great care to discriminate between just complaints and complaints of those who merely wish to get the districts in such a position that they can vote down taxation; but after a few more judicious alterations it is quite probable that school affairs will move on smoothly.

Trustees were elected in 108 of these districts at the annual meeting, and including the new and altered districts, appointed by me in 32 more afterwards under Sec. 37.

These trustees, I am pleased to be able to say, with a few exceptions, have striven to make the law a success, some of them putting themselves to a great deal of trouble and expense; but there were a *few* who threw obstacles in the way, and did everything they could to make the law unpopular. The duties of a trustee are so onerous, and the collection of the tax is so apt to make hard feelings in the districts, that it is difficult to get the right men willing to take office.

Ninety of the districts voted money for the support of schools at the annual meeting, money being also voted in 26 other districts at special meetings, under Sec. 28.

In 37 districts money was voted for building school houses, but owing to various causes, (the principal of which were contention about the boundaries of the districts, want of school house plans, and a desire to hear the Judges' decision on the constitutionality of the Act before proceeding too far), only 6 were built during the year. Besides this, however, several old school houses were extensively repaired, and a few new buildings were purchased by districts from individuals.

There are altogether at present in the county 126 school houses, 33 of which may be classed as good, 37 as middling, and 56 as inferior to very bad.

Those classed as good are divided among the parishes as follows:

Greenwich	2	Hammond	2
Hampton	2	Havelock	0
Kars	0	Kingston	5
Norton	4	Rothesay	1
Springfield	2	Studholm	4
Upham	1	Westfield	3
Sussex	7		

There will no doubt, at the end of the present year be a great addition to the number classed as good, as the districts wishing to build will be supplied with plans of school houses, and the disputes concerning the boundaries will be mostly adjusted.

In about 20 districts the school furniture might be classed as good, being of the prescribed pattern; in about 40 others, although not all of the prescribed pattern, it is passable; and in about 52 it is very poor. A few of the districts procured new furniture during the past year, but many others who had money voted for that purpose, did not do so on account of the cost which was considered too great, the excellent school furniture manufactured in St. John costing on an average about $4.00 per pupil. This being more than most districts had voted for the purpose, the purchase was postponed for a time, in hopes of getting their furniture for less.

Many of the schools have supplied themselves partially with apparatus under the new law; yet still there is a great want, particularly with regard to maps and blackboards. Attention having been called to this matter, I am in hopes of better things in the future.

Very few of the districts have grounds of any extent in connection with their buildings, and fewer still have them improved as they ought to be; but at the end of another year, it is quite evident from the interest manifested in the subject, that it will be the exception, and not the rule as now, to be without proper grounds.

In the winter term there were 67 schools in operation, with 71 teachers, there being four assistants; and in the summer term there were 89 schools in operation, with 94 teachers, two being assistants; and two of the districts having changed teachers during the term. * * * * * * * * * * * *

There is a great want of teachers at present throughout the county, particularly male teachers of the first and second classes. Many such could obtain employment at good salaries. To the numerous applications to me for teachers I have continually to reply that I do not know of any teachers at present disengaged. Of the quality of the teaching in the different schools in operation I am of course unable to report, not having been *required* by the Board of Education to examine the pupils in any except the competitors for the superior school grants; but the majority of them appeared to be doing well.

A few, owing to contentions about boundaries, made very small averages in proportion to the number of children in their districts, but in most of these cases the difficulties have been removed.

Ten districts gave notice of their intention to compete for the superior school grant for the past year, but only seven of these obtained suitable buildings and procured teachers in time to compete. Six districts succeeded in obtaining the grant. * * * * * * * * * * * * * * * *

Although scarcely any of these came fully up to the required standard, in buildings, grounds, furniture, apparatus, and quality of teaching, yet those at Sussex Corner, Spragg's Point, and Clifton, and more particularly the first, are especially deserving of mention for their excellence. Owing to the delay in procuring the prescribed books and apparatus, and the confusion of starting, many allowances were made in favor of the competitors, with the distinct understanding that they must be fully prepared in future.

There were two graded schools in the county during the past year, one at Hampton Station in both terms, and one at Kingston Village during the part of the summer term. The one at Kingston Village is doing good work; but that at Hampton Station, owing, in part, to the lack of proper buildings, is not doing quite so well.

The ratepayers in 35 of the districts were convened by me at public meetings, for the purpose of enquiring into complaints or disputes concerning boundaries, and of endeavouring to organize the unorganized districts. I am happy

to be able to say that I have thus succeeded in getting trustees appointed for all the unorganized districts except 9, and money has been voted in all except 28.

The school law seems to be gaining favour every day, notwithstanding the turmoil made by dissatisfied parties; and although no doubt a few districts that have already voted money will fail to come to the mark at the annual meeting, yet there is every probability that there will be a larger number at work for the coming year than in the past, for nearly all the unorganized districts are likely to organize and vote money for the support of a school.

In concluding this report, I would wish to express my sincere thanks to the trustees of schools and other friends of the law, who materially assisted me in my work.

DAVID P. WETMORE.

THEODORE H. RAND, Esquire, M. A.,
Chief Superintendent of Education, &c.

QUEEN'S COUNTY.

T. H. RAND, Esq., M. A.
Chief Superintendent of Education.

SIR,

In prese nting you with the first annual report of my work as school Inspector for the County of Queens, from January 1st 1872, to October 31st 1872, I feel that mere words and figures cannot give an accurate account of the labours undergone: and if I proceeded to the details of such work, I think I should soon weary the perusers of such a report.

I shall confine myself to general matters, and give a few brief remarks on each head.

I may state first that there are 10 parishes in the county of Queens, comprising 110 school districts, and besides these there are two districts in the parish of Clarendon, Charlotte county, also under my care; making a total of 112 school districts. From the copies of the minutes of school meetings which were sent to me by nearly all the districts that complied with the law, I have made out the following Statistics.

The parish of Petersville contains 17 school districts, 11 of which complied with the law, and voted money, leaving 6 districts not in operation from various causes. The 11 districts voted the sums placed opposite their numbers, as follows:

No. 1,	$500.00	Forward,	$1544.00
3,	200.00	No. 12,	600.00
4,	80.00	14,	200.00
9,	160.00	15,	200.00
10,	500.00	16,	50.00
11,	104.00	17,	150.00
Forward,	$1544.00	Total,	$2744.00

The parish of Hampstead contains 9 school districts, 7 of which complied with the law, leaving 2 not in operation. The amount of money voted was as follows:

No. 1,	$140.00	Forward,	$895.00
2,	110.00	No. 6,	105.00
4,	500.00	8,	150.00
5,	145.00	9,	100.00
Forward,	$895.00	Total,	$1250.00

In the parish of Gagetown, there are 7 school districts, 3 of which complied with the law; leaving 4 not in operation. Amount voted was as follows:

No. 2, A,	$120.00
3,	250.00
6, A,	230.00
Total,	$600.00

In the parish of Canning there are 8 school districts, 6 of which complied with the law, leaving 2 not in operation. Money voted as follows:

No. 1,	$130.00	Forward,	$335.00
2,	130.00	No. 7,	450 00
3,	30.00	8,	240.00
4,	45.00	Total,	$1025.00
Forward,	$335.00		

The parish of Chipman contains 14 school districts, 10 of which complied with the law, leaving 4 not consenting. Money voted as follows:

No. 1,	$320.00	Forward,	$1553.00
2,	104.00	No. 9,	155.00
4,	24.00	11,	550.00
5,	250.00	12,	400.00
6,	325.00	13,	400.00
8,	530.00	Total,	$3058.00
Forward,	$1553.00		

Waterborough parish contains 10 school districts, 6 of which complied with the law, leaving 4 in the negative. Money voted as follows:

No. 1,	$50.00	Forward,	$280.00
2,	10 00	No. 7,	75.00
4,	150 00	10, A,	45.00
5,	70 00	Total,	$400.00
Forward,	$280.00		

The parish of Cambridge contains 12 school districts, 10 of which were assenting to the law, and 2 in the negative. Money voted as follows:

		Forward	$755.00
No. 2	$200.00	No. 8	150.00
3	170.00	9	150.00
4	180.00	10	160.00
5	125.00	11	60.00
6	80.00	12	200.00
Forward	$755.00	Total	$1475.00

In the parish of Wickham there are 11 school districts, 7 of which were consenting, and 4 in the negative. Money voted as follows:

No. 1,	$670.00	Forward,	$1122.00
2,	120.00	No. 6,	120.00
3,	182.00	10,	200.00
4,	150.00	11,	170.00
Forward,	$1122.00	Total,	$1612.00

The parish of Johnston contains 17 school districts, 8 of which complied with the law, 9 in the negative. Amounts as follows:

No. 1,	$250.00	Forward,	$860.00
2,	280.00	No. 12,	60.00
4,	100.00	13,	46.00
6,	90 00	16,	70.00
9,	140.00		
Forward,	$890.00	Total,	$1036.00

In the parish of Brunswick there are 5 school districts, 4 of which were assenting, and 1 in the negative.

No. 1,	$200.00
2,	200.00
3,	150 00
5,	150.00
Total,	$700.00

In the parish of Clarendon, Charlotte county, no money was voted.

Thus out of 112 school districts, 72 complied with the law, leaving 40 not in operation. The total amount of money voted was $13,900.00.

The trustees as a rule are the best men that could be selected, and have done all they could to carry out the provisions of the law. They required a great deal of explanation in many cases, but this was only to be expected in the making out of a new set of rules and regulations. I must here give my testimony to the fact, that the trustees have always aided my efforts to the best of their ability in carring out improvements

The school houses are in a bad condition generally in this county, the furniture is poor, and the grounds are seldom fenced in and taken care of, and with a few exceptions are destitute of out houses.

The Text Books and apparatus required by the regulations are very slowly acquired, although there has been a great improvement during the summer term. The people dislike to change their old books for the new ones precribed, but in every instance where they have done so they are fully satisfied.

The teachers for the most part have entered into the spirit of the new law, and I can see in many instances great progress from their renewed efforts. We had one instance of a teacher leaving her school without proper notification, leaving the trustees with an idea that she was only going to take her proper holidays, but she never returned to the school. She had gone into a distant part of the country before I was made aware of the facts. I have also found one or two teachers a little too exacting about requiring the fires to be lighted for them and other little details, which teachers under the old law did for themselves. There is no doubt that teachers legally may require all these things to be done for them, but I have suggested to such parties that they must have a little patience with the people until the law gets fully in operation, before they require the people to come up to the very letter as well as spirit of the new act. I may add that no female teachers have complained as yet, but only able-bodied young men who ought not to think it a hardship to occasionally light a fire when everything is found ready for the purpose.

As regards the schools in operation, there are a greater number of children attending school in such districts than ever there were before.

In a great many of the unorganized districts, difficulty has arisen from defects in the boundary of such districts, and I have hopes that if the alterations I have proposed to the Board of Education are favourably entertained, that a great many more districts will next year be working in accordance with the law.

There are some districts where the opposition to schools supported by taxation is strong, and from all I can find out by conversing with such parties they are holding back because they imagine the law is to be annulled, and there will be a return of the old state of things. I need scarcely say in this report that I could not afford such parties any comfort in their hope, as I know it to be delusive, besides being detrimental to the best interests of education.

Although this year we have had much opposition to contend with, mostly from interested parties, yet I look forward to a better feeling next year; for the best way to overcome discontents in this matter, is to let them see that the law will work where people are willing to give it a fair trial; and that no amount of opposition will deter the friends of free schools from carrying out the law as it now stands.

For the seeming paucity of facts in this report, I must plead the fact of this year being simply a trial of a new system, but I think that another year I shall be able to offer something for the perusal of those who take an interest in Education, that will show that Queens county is alive to its true interest in this matter, and that we are moving in a right direction.

I forgot to say in speaking of the condition of the school houses, that several new ones have been built this year, of a far better character than any of those we had in existence; in fact we have a new grammar school house in Gagetown of which we are justly proud.

I remain, Sir,
Your Obedient Servant,
BENJ'N SHAW,
Inspector for Queen's County.

COUNTY OF NORTHUMBERLAND.

To T. H. Rand, Esq.,
Chief Superintendent of Education.

Sir,

Owing to my being in the country, your telegram of the 28th did not reach me until the 31st October. I now forward you the following hurried report, hoping it will reach you in time.

I am sorry to say that throughout the whole of the county of Northumberland there is a very large amount of dissatisfaction existing among the people with respect to the present school law, many having refused to pay either county or district assessment. As a whole, the catholics are opposed to it, and in a large number of the districts in which they are a majority, they have voted it down, and will continue to vote it down. In many of the districts the law was voted down simply because the inhabitants were opposed to district assessment for the support of schools, and I feel confident that the children in those districts will remain without education just so long as the ratepayers enjoy the privilege of accepting or rejecting the laws at the district meetings. In many of those districts that have accepted the law and voted an assessment, the people complained of the two assessments — county and district — and say that they would prefer it if there was only one. The trustees as well as many of the secretaries have expressed the same wish, at the same time stating that they would prefer if both school assessments were made by the assessors of rates for the parish. The reasons given me by the majority of the

secretaries for wishing this change, was, that the percentage allowed them by the law for collecting by no means remunerated them for the large amount of time and trouble it took to perform the work. There is also considerable dissatisfaction in many of the districts with respect to the manner in which they have been laid off, but I feel convinced that no matter what changes may be made, dissatisfaction will still continue to exist. In many of the districts it has been almost impossible to get men fit to act as trustees, owing to the ratepayers lacking the necessary qualifications for the office, consequently the business has had to be done by the teachers. I have not been able to travel over the whole of the county, owing to a large portion of my time being devoted to settling boundary difficulties between districts, and travelling over districts outside of the law and urging upon the inhabitants to accept it. With some of the districts I have succeeded, and they now have schools in operation, but with many others I could not succeed, and they are still outside of the law. * * * * * * * * * * * * * * * *

JAS. J. PIERCE,
Inspector Northumberland.

Nov. 2, 1872.

NOTE.—The omitted portion of this report is of the nature of a memorandum of the different schools and districts, and of the visits made by the Inspector, facts embodied in Parts 1 and 2 of the Chief Superintendent's Report. T. H. R.

RESTIGOUCHE COUNTY.

THEODORE H. RAND, Esq., M. A.,
Chief Superintendent of Education.

Sir,

I beg to submit the following Report of the schools in Restigouche for the year ending October 31st, 1872.

According to the directions of the Board of Education the organization of the various school districts has received special attention, with very encouraging success. The schools in operation are triple the number that were in operation at any given period during the preceding year. A still greater number would have been iu operation, if there had been school houses in certain districts.

Lectures have been given on the school law, and on the importance of education, with the best results.

During the year several school houses have been erected, and others are in the course of construction, which are all according to the plans furnished by the department.

Considerable attention has been given to the districts where the established boundaries required to be changed. In such cases special regard has been had, as far as consistent with the right working of the law, to the wishes of the people, and what would best promote the cause of education.

I have examined the schools several times. The teachers are faithfully discharging their respective duties; and the pupils have made considerable advancement in the various branches studied. The graded school in Dalhousie, and the superior school in Campbellton, are in a high state of efficiency.

At the beginning of the year the schools were nearly destitute of wall maps. Already a number of the schools have been provided with them, and others will be supplied as soon as the funds of the different districts will admit.

The books prescribed by the Board of Education have been universally adopted in this county, and are very highly appreciated by the teachers and by those who take an interest in education. The reading books are fascinating to youthful minds, and greatly facilitate their progress in the art of reading, and gaining useful knowledge. The grammar and geography possess many excellent qualities, which merit the highest commendation. Every advanced pupil in our schools should carefully study the gracefully written histories of Greece and Rome, and obtain an outline of the events of such an important period of the world's history.

A number of the most active and best educated young people in the county have been induced to become teachers, in order to meet the great demand which the new school law has created. Others are qualifying themselves for work.

The school Act, besides giving a decided impulse to the cause of education, has provided schools in various districts which had no schools before; and which, otherwise, would not have enjoyed the benefits of education for a long number of years.

The public works which are going on in the county have miltitated very materially during the summer term against the attendance at the schools. They will be filled with pupils during the coming winter term.

It is projected to have a few additional superior schools established in the different parishes, which will be very acceptable to the people.

I remain, Sir,
Your Obedient Servant,
THOMAS NICHOLSON,
Inspector for Restigouche County.

ST. JOHN COUNTY.

To the Chief Superintendent of Education.

Dear Sir,

In accordance with your request, I proceed to lay before you a report of the condition of schools in the county of St. John, to the 31st October, 1872.

I may premise that this being the first year that the school act has been in operation, there have been imperfections in working it out, chiefly arising from misconception, which will be prevented in future by a better knowledge of its requirements.

I propose to report separately the schools of St. John and Portland, and those of the out-parishes of the county.

In the City of St. John (which includes Carleton) there were employed in the summer term 81 teachers, of whom 27 were male teachers and 54 females. Of these 4 have ranked as assistants.

In the town of Portland, there were employed in the same term 33 teachers, of whom 16 were males, and 17 females. Of these 4 ranked as assistants.

In the city of St. John, with the exception of the grammar school, there are no buildings for school purposes which may be called public property, all belonging to private individuals, or some ecclesiastical body. The fact that there were no public school houses in the city has always been a standing disgrace, but for want of an organized school corporation that disgrace could not be removed. In Portland, too, there is just one public school house. The teachers, who, for the most part, had to struggle for a subsistence, were com-

pelled to provide at their own expense, school accommodation for their pupils, as best they could; the result was, that in many cases, the rooms were wretchedly unsuitable, often so poorly ventilated as to endanger the health both of the teacher and scholars. Blame was often laid on the teacher, and perhaps sometimes justly, but wherever the blame lay, a reformation was imperatively required. It is gratifying, now, to witness the changed character of the school rooms. No buildings have, as yet, been erected, but the trustees have succeeded in renting rooms much more adapted for school purposes than those formerly in use. There were, indeed, some few very good school rooms which have been secured by the trustees.

Proper school houses will have to be erected to afford suitable accommodation for the pupils; this will involve a considerable outlay, but it is an expense that should have been incurred long ago. We shall then compare favourably with other cities, and a public reproach will be wiped away.

Another pleasing feature in the new system, is, that the school buildings are properly furnished, which in most of the schools, previously was far from being the case. It has been frequently remarked, that "the school house itself is an educator." This is unquestionably true. Children intuitively learn to respect themselves when they are surrounded by circumstances that are adapted to create such feelings; and this I think is strikingly seen in our schools at the present time. Having inspected the St. John schools for several years, I can see a marked improvement in the personal appearance and deportment of the pupils during the past year.

Another item, and a most important one, in obtaining good schools, is the retaining the continued services of efficient teachers. This can only be hoped for by affording them adequate salaries. The trustees of Saint John and Portland wisely resolved, at starting, to give their teachers liberal salaries; some of them, no doubt, who had been very successful, had as large, or even larger incomes from their schools before; but many were unable to get in a profession they had from choice adopted, a remuneration with which they ought to be satisfied; besides which, in all cases, there was a great uncertainty about receving that which was justly their due. Now receiving their salaries regularly from the trustees, many will be content to continue in the service, who otherwise would have been tempted to leave it in disgust.

Another very great improvement is the grading of the schools; the value of this is well understood by every practical educator. Formerly, teachers who were capable of giving instruction in classics and the higher branches of mathematics had also to teach the alphabet to babes; now every grade of pupils having a suitable teacher, their progress must be more rapid, and the work more satisfactory to the instructor. The grading of the schools is not as yet perfect; but very efficient steps have been taken towards that desirable end.

There is one great drawback to all these advantages in the schools both of St. John and Portland, namely, in most cases, the crowded state af the school rooms. The rooms are so completely filled with desks, as to make it impossible to form classes, in spaces apart from the desks, by which means the intelligence and progress of the pupils may be distinctly ascertained, and greatly promoted. The difficulty of securing a sufficent number of suitable school rooms, especially in Portland, prevents at present much improvement in this respect.

In closing this notice of the St. John and Portland schools, I feel bound as a matter of simple justice to mention the zeal and earnestness of the respective boards of trustees. The anxious care they have displayed, and the con-

stant untiring efforts they have made to give effect to the new law, and to promote the efficiency of the schools under their charge, is beyond all praise; especially when we remember that, as gentleman engaged largely in business, their time is exceedingly valuable. They have felt the importance of the honourable trust placed in their hands, and have cheerfully made the necessary sacrifice which that trust demanded. While adverting to this subject it is proper to mention that remarks, similar to those above, should be made with regard to several districts in other parishes of the county, where gentlemen have given unremitting care to the interests of the schools. A striking contrast this to the apathy formerly existing, though the office is now, as then, perfectly gratuitous.

Out Parishes. — I have found a report very industriously circulated in some sections of the county, that under the new law there were scarcely any schools in existence. On the contrary, I am able to state that in the parishes of Lancaster, Simonds and St. Martins there are but few districts in which schools have been usually kept, that have not maintained one, for, at least, a part of the present year; and more schools would have been in operation, but for the difficulty of obtaining the services of efficient teachers. In two of the districts, I believe religious differences may have been the cause of there being no school, and in five or six cases disputes about the location of the school house have prevented the establishing of schools during the present year; but in most, even of the country districts, the schools have been more largely attended, and so much more efficiently conducted, than they were before, that when all considerations are weighed, the balance is greatly in favour of the new law.

There are many districts laid out in the county, especially in the parish of St. Martins, where there has been no school, but in most of them there never was any school, nor, for want of a settled population, is it likely there will be one for years to come. Some of these are milling establishments on the shore of the Bay of Fundy, where men work for the summer season, while their families reside elsewhere. The area of these districts is very large, comprising from 20 to 40 square miles, almost entirely forest land. It was deemed necessary to lay out these districts, as, at some future time, there may be a sufficient resident population to maintain a school.

Lancaster Parish. — In districts No's. 1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15 and 16, schools have been usually kept, and there have been schools in them for the whole or for a portion of the present year. In several of them, schools would have been maintained for a longer period, but for the impossibility of obtaining suitable teachers. Districts Nos. 7, 8, 9 and 17 have not for several years had a school, excepting No. 9, which had a school for a short time a year ago. They are very unfavourably situated for schools, but as they rank as poor districts, I hope with the special aid thus afforded they may be induced in the coming year to make an effort to give their children the blessing of education.

I visited all the schools in the districts above enumerated, and found them all progressing satisfactorily, some of them much more that in former years.

St. Martin's Parish. — Schools have been in operation in districts No's. 1, 2, 3, 4, and 10. I found all these schools in a generally satisfactory state, especially in Quaco No. 2. There are four schools in this district, all efficient. Formerly it was disheartening, in a population so intelligent, wealthy, compact and numerous, not to find more than one or two schools that could

be looked upon with satisfaction. In the westward of the district there was one very good school house and one of a very inferior character, but in the central part not one of any kind. There were several small schools, taught by any one who hired a room, but everything was most unsatistactory; the rooms were small, inconveniet, ill-ventilated and poorly furnished, altogether unworthy of such a locality. Now, well furnished rooms are engaged, not exactly the kind that are needed, but greatly superior to what existed before, and the schools are conducted by competent, well educated teachers.

Districts No's. 6, 9, 12, 13, and 14 have been without schools for one, two or three years, and have had none during the past year. Districts No's. 5, 7, 8, and 15 have been mentioned in a former part of this report as having no schools, nor a prospect of any at present, for want of population.

SIMONDS PARISH. — Schools have been in operation either for the whole or part of the year in districts No's. 1, 4, 8, 9, 10, 11, 12, 14, 16, 18, 19 and 21.

Some of them have been very efficiently conducted, and nearly all quite satisfactorily. In districts Nos. 2, 3, and 6, schools have been occasionally kept in former years, but there has been none this year. No. 23 has generally had a school, but from some difficulty about the location of the school house, they have not had one this year; the difficulty is, however, now removed, and they are about to commence a school. Nos. 5, 13, 15, 17, 20 and 22, have scarcely ever had a school for several years past, and have had none during the present year. Some of these districts are so sparsely settled, that it will be difficult to maintain a school, even though they may have the benefit of ranking as poor districts; but in some cases it springs from a culpable apathy that it is hoped the present law will succeed in destroying; for when it is found that the county school tax, at least, will have to be paid, and that other districts where schools are kept will receive the share that would fall to them, they will, it may be presumed, bestir themselves to get schools for their own children.

Much has been accomplished during the past year, notwitstanding the opposition that the law has to contend with; but much remains to be done. School houses have to be erected with suitable play grounds, of which at present there are none worth mentioning.

Some serious mistakes were made at the commencement of the year in the matter of assessment. In some cases too small a sum was voted, and as a consequence a school could only be kept for a portion of the year, or the trustees could not secure the services of such a teacher as they needed. In other instances too large a sum was granted, which made the assessment so high that sincere friends to the principle of free schools have felt that they had just reasons to complain: while opponents of the law have taken advantage of the mistake to denounce the system altogether. Experience will, however, rectify this error, and we shall soon come to know just what is wanted.

In concluding this report I feel tempted once more to refer to the provision of the school act, by which special aid is given to poor districts. I feel that this is one of the most beneficial features in the law, and one by which some districts have been enabled during the past year to keep better schools than they ever could before, and with very little difficulty to the inhabitants of such places.

I am, Sir,
Yours Obediently,
EDMUND HILLYER DUVAL
Inspector.

SUNBURY COUNTY.

The detailed memoranda furnished by Inspector Bridges appears in parts 1 and 2 of the Chief Superintendent's report. T. H. R.

VICTORIA COUNTY.

SIR,

In compliance with your request, I beg to lay before you my annual report upon the state of schools in the county of Victoria for the year ending October 31st, 1872.

Since the common school law came into operation, two terms have elapsed. I have in the course of each term visited the different schools established during that time.

In the first term ended 30th April last, of the 95 districts in the county of Victoria, 11 established schools (13 departments) employing 13 teachers.

The second term has seen this number increased to 14 (17 departments), having 17 teachers. As the trustees of Bairdsville closed up their school at the end of the first term, in order to build a new school house, not finding the old one suitable, there really has been four new schools opened in the course of the second term.

The statistics given above differ greatly from the statistics of preceding years*, and if the number of schools in session up to this day be compared with the number of districts which are still without schools, it will prove even less satisfactory. What may be the cause of such a result?

The majority of the population of the county of Victoria, being catholics, were opposed to the common school law from its very outset. A great number of districts refused to organize at the annual meeting, and others, though organizing, would not vote any sum of money for school purposes. For this reason, during the first term, among the catholic population, forming 60 districts, there were but two schools kept in accordance with the law, and this number was reduced to one, in the course of the second term.

The 35 remaining districts having a population of a different creed, willingly adopted the new law, and immediately set to work. Amongst this popu-

*The following statement shows the number of schools and pupils in Victoria Co. in 1871 under the former law, and in 1872 under the new law, term being compared with term. It will be observed that very satisfactory progress has been made in the English parishes. It is a matter of regret that in the French parishes the people have not been equally willing to give the law a fair trial. The law is equally adapted to meet the educational wants of all the districts in the county.

	Winter Term.				Summer Term.			
	1871.		1872.		1871.		1872.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Andover	2	92	4	204	4	218	7	306
Gorden	2	67	1	49	1	48	1	55
Grand Falls	5	152	5	237	2	68	6	301
Perth	2	76	1	57	1	35	1	64
Lorne							1	20
Total,	11	387	11	547	8	369	16	758
Madawaska	8	177			6	124		
St. Basil	2	44			3	77		
St. Francis	5	114	1	17	8	175		
St. Leonard	4	81	1	12	5	123	1	12
Total,	19	416	2	29	22	499	1	12

T. H. R.

lation, therefore, we shall look for the schools established in this county, and I must say to their praise, these schools are remarkable for their good training and proper management.

The trustees have spared neither pains nor money to procure worthy and competent teachers. Mr. Watson, who kept so advantageously for the district the superior school of the parish of Gordon, left at the close of the first term. It is now under the management of Mr. S. Couillard, a trained teacher of great ability; and I do not hesitate to say that under the direction of this gentleman the school of arthurette, at present so prosperous, will soon become one of the best in the county.

The superior school of Tobique Village, Parish of Andover, is still in the skilful hands of Mr. Baird. This school, owing to the increase of the number of pupils, has been divided into two departments. One of these departments has been given to Miss Alice Garden, a first class teacher. This school is in a highly satisfactory state. Mr. Baird and Miss Garden are teachers whose services it would be desirable to retain at any cost.

Mr. Caldwell, who was obliged to discontinue teaching in the course of the second term, on account of Mrs. Caldwell's death, has finally retired. His retirement will certainly be regretted by the people of the Grand Falls. Our grammar school continues under the charge of Mr. Fenwick. In the course of the first term, another department was opened, and entrusted to the care of Miss M. Hammond, a second class teacher. These two departments are kept in the best possible order, and all the exercises of the different classes are eminently satisfactory.

If for a long period we have had cause to deplore the wretched appearances and bad condition of the school houses of this county, the time is approaching when it will not be thus. The importance of having a fine school house giving all the necessary accomodations, seems to be better understood. Everywhere the old hovels are done away with, and in districts not having houses, large sums of money have been voted for the erection of suitable buildings. With the emulation existing amongst the people, I may say with certainty, that in a few years the school houses of this part of the county may be advantageously compared with those of the neighbouring counties. I am sorry to say that nothing has as yet been done to procure the necessary apparatus. A few districts have, it is true, maps and black-boards, but nothing more; others do not possess even those. It is to be regretted that the people cannot understand the absolute necessity of suitable apparatus. When the great expense incurred for the erection of school houses and their furniture shall be covered, I hope the people will endeavour to procure these things so indispensable for the rapid advancement of the pupils.

The books prescribed by the board of education are at present in use in every school. Their introduction caused at first some confusion, as owing to the scarcity of the books, the pupils could not all obtain them at the same time. At present, both teachers and pupils can but praise them.

Such is the actual condition of the common schools of this county. There are but few schools; but those which are in session reflect great credit on the teachers and trustees.

Direct taxation, by stimulating the interest of all, has caused a better administration of school affairs. Since the people have had to contribute to the support of schools, they are not willing to waste their money, by employing incompetent teachers, and no doubt the compulsory assessment, opening a new educational era in the country, will secure an excellent result.

I do not hesitate to state that, if we consider but the part of the county where the law is in operation, the future appears under the best prospect. Many new districts have opened schools at the beginning of this term Nov. 1872, and several others are preparing to open theirs at the commencement of the next term. In a few years there will be no district, however remote or poor it may be, that wlll not possess a good school, where the children may obtain a fair education. With regard to the catholic population, the future is in no way promising. Nothing indicates when the common school law will be accepted, if at all.

Before closing, allow me to remark that the sum of 30 cents per inhabitant seems to be insignificant, but if we consider the numerous population and extreme poverty of the county, this sum, added to other county taxes and local assessment, becomes quite a heavy rate. A reduction, if possible, would certainly prove beneficial.

F. X. BERNIER,
Inspector.

THEODORE H. RAND, Esq.,
Chief Superintendent of Education.

WESTMORLAND COUNTY.

THEODORE H. RAND, Esq.,
Chief Superintendent of Education.

Sir,

I beg to submit the following report concerning educational matters in this county, for the year ended 31st October, 1872.

The school districts of this county were necessarily hastily laid off, in order to be ready for the advent of the present law. It is therefore no wonder that some dissatisfaction existed with regard to bounds. Several alterations have been made, which I think will prove satisfactory to the people interested. Other changes will doubtless be suggested during the present school year. Of the one hundred and twenty seven districts, 67 had schools during the term ended 31st October. Of these, Botsford had 12, Dorchester 4, Moncton 13, Sackville 12, Salisbury 13, Shediac 4, and Westmorland 9; but there were in all 82 schools, and about 90 teachers. About half of the 60 districts without schools are French, or in which the French rate-payers are a majority. Districts without trustees are confined altogether to the French portion of the population, and I am not aware that any efforts are being made in them to organize. The districts without schools, exclusive of the French, were so because of having no house accommodation, and partly because of not being able to obtain teachers.

With respect to trustees, I have found them generally exercising good judgment and acting with unanimity; the few instances of difference arising in locating school houses.

Thirteen new school houses have been erected during the past summer, four in each of the parishes of Botsford, Moncton and Salisbury, and one in Westmorland. In several other districts, in all the parishes liberal sums were voted for this purpose, but for various reasons the erection of the houses has been postponed to the ensuing year. Beside the new ones, there are a few very respectable houses, erected before the present law came into operation, which

strange to say, are in the poorer districts, while the wealthier are the most barren of school accommodation. The remainder, which are the greater number, are of ancient origin, and in keeping with their old fashioned, tottling furniture.

School grounds, those of the new houses excepted, which are amply provided for in this respect, are confined to the areas occupied by the houses themselves, the highway being the play ground.

Of apparatus the schools generally are lamentably deficient, a map of the world and a blackboard, in very many instances, comprising the whole, and some without even these. The prescribed text books were only partially used last term, partly owing to the difficulty of getting them, but often through the neglect of parents.

Teachers in a general way were painstaking. If my observations are correct the present law, by the prompt mode of paying them it has instituted, has given their ambition an impetus in the right direction, causing them to feel that attention and industry in their honorable calling will as surely bring promotion as the same qualities invariably do in other occupations. At the same time truth compels me to state that a few — happily a few — seemed like drones in what should be hives of industry.

Little need be said as to the condition of the schools in operation. The germ of improvement at least is manifest, and much more cannot be expected until the system has time to develope its results. It has already largely increased the number of scholars, and several districts have trebled the number of their school-going children. The school registers generally, however, show too great an irregularity of attendance, the chief cause being, I suspect, negligence or over indulgence on the part of parents; but too often, I fear, because the teachers fail to make their school rooms the attractive places they should be

There are many indications that the annual meetings now approaching, understanding, as the rate-payers do the details of the law and its *modus operandi* much better than they did at those of last January, will be conducted in a spirit of conservative liberality. I entertain no apprehensions that the requisite supplies will be withheld in any except French districts.

I am, Sir,
Your Obedient Servant,
R. WILSON, Jr.,
Inspector for Westmoreland.

YORK COUNTY.

Sir,

In this county there are 150 school districts established by the Board of Education under the schools Act of 1871. As would be supposed, a great difference of opinion existed among the people themselves, as to how the districts should be laid out, and where the lines should be drawn.

After a very careful examination of the subject, it was found necessary to reconstruct, to a greater or less extent, sixty two of the districts as at first laid off, entailing a large amount of work on the agent, as well as adding largely to the inconvenience and trouble at the Educational Office. I am glad to be able to report that, with a few exceptions, this vexed and troublesome matter is tolerably well settled in York county.

At the annual school meetings in January last, quite a number of school districts organized by electing their trustees, and making other provisions for a school, by voting money not only for the payment of the teacher, but in many instances provision was made, either for the repairs of the existing school house, or for the erection of one. Such was the favour with which the new law was received. that before the close of the year, 136 districts had accepted the law, and were properly organized with boards of trustees, and ready to work. During the first term eighty-eight teachers were engaged, equal to the largest number under any previous law, and by the close of the year the number had increased to upwards of one hundred and thirty, making an unprecedented number of teachers engaged and schools in operation, and these free to all classes. Notwithstanding this increase there were causes which prevented some districts from opening schools, although they desired to do so. Some failed to secure suitable rooms in which to keep a school, while these houses were in course of erection. Other districts were unable to secure teachers, and in this way were deprived of the benefits of a school. Thus although the number of schools was large, yet had it not been for these hindrances it would have been still further increased. No better evidence need be required that the law has been generally approved by the people of the county, than to know that every available teacher was engaged, except it may be an occasional one, who demanded extraordinary conditions, and although a number of persons received local licences and were engaged in the service, the demand still exceeded the supply. Almost constant applications were made, especially during the summer term, for teachers.

Many of the old school houses have been thoroughly repaired and supplied with new furniture of the best quality. In addition to this, *thirty* school houses have been erected within the year, besides some large additions made to those already built.

Never in the history of this county has such an impetus been given to the cause of education within any one year, and from present appearances it is not likely to decrease. Upon the introduction of a new law like the present one, making such radical changes in many ways, it might be expected that the people would entertain a diversity of opinions respecting it, but in the course of time these differences disappear; the people find the law bears acquaintance; the more it is understood the better it is liked; so that, in my opinion, in a few years it will be a very unpopular act to attempt its repeal.

The gentlemen chosen as trustees are generally men of the right stamp. To them, in a measure, we are indebted for the success of the law. When called upon to select sites, either for school houses to be erected, or for those to be removed, they have, with great patience, and often loss of time, examined the different localities recommended for sites, and in almost every case they have been compelled to select one well suited for the purpose, having due regard to the pleasure, health and comfort of the children. But little, as yet, has been done toward improving and beautifying the grounds, as time has not permitted it, nor have suitable out buildings been provided on most of the grounds. No doubt these matters will soon receive due consideration, and a spirit of rivalry will spring up, in these particulars, and almost every district will make comfortable arrangements in these respects.

The unorganized districts I found on enquiry to be chiefly of the poorer class, localites in which there had been hitherto no schools. Some of these I have recommended to be placed on the list of "poor districts," yet from the want of information on the operation of the law, and fearing that taxation

would be burdensome, some have failed to take any action. I have paid special attention to these localities, and have given them every encouragement to organize a school *at once*, at the same time explaining the advantages the present law gives to the poorer sections. Some have already organized schools, others are preparing to do so.

Time would not permit me to examine as many of the schools as on former occasions, nor as I hope to be able to do in the future. In passing through the county each term I was enabled to supply the several districts with all necessary papers, and in addition to this, a very extensive correspondence has been kept up during the whole year, while many local difficulties have arisen to require my attention, leaving me very little time for relaxation from school duties.

The superior schools were regularly visited and examined each term, and several other schools; and from observation I believe the new law will add largely to the regularity of the attendance of the pupils and their general improvement, giving the teachers not only a deeper interest in their work, but a much better opportunity to advance their pupils in their various studies. The per centage of attendance *must* be largely increased, and in every way good will arise from the practical operation of the law.

Judging from the present feeling of the people in this county, the annual school meeting of 1873, will show a decided improvement in the business done, and the unanimity with which it is done, over that of 1872. Although the first annual meeting under the law was, every thing considered, a success; yet from present indications the second will be a still greater success.

Three schools were recognized in this county as superior; those at Marysville and Canterbury Station were graded at the end of the summer term, and hence will be taught in two departments, and it may be an assistant will require to be added. The former is largely indebted to Alex. Gibson, Esq., who has spared neither pains nor means to make it one of the first schools in the county. It is largely attended and very fairly conducted. The school district at Canterbury Station shows increasing signs of enterprise in the construction of a large addition to their already large school room, and also a dwelling house for the teacher and his family, the very thing Mr. Gibson has done for the school at Marysville.

The school at the mouth of the Nashwaak, in Douglas, is still prosperous, and although numerously attended, the Principal alone, "himself against a host," conducts it; his energy and tact are rarely surpassed. The ratepayers of this district so far appreciate their teacher's labours as to propose to increase his salary, so I learn, and are preparing to build a large and commodious school house. They have reason to be proud of their school, and will be wise to retain, if possible, the services of their present teacher for some time to come.

The schools in Fredericton have undergone an entire change. All are now properly graded, and commodious rooms, compared with those formerly in use, have been secured by the trustees, and competent teachers engaged to take charge of the respective grades; so that, instruction from the A. B. C. to the classics and mathematics may be secured by all the children of the city whether their parents are in affluent circumstances or otherwise. The whole system works admirably, and no one, who is free from prejudice, could witness the examination of these schools, without feeling proud that, even at so late a period, the "free school system" has been introduced into this province.

For years, as my former reports show, I have been anxious to see this system established as the law of this province, and I have done what I could

during this the first year of its operation, to remove every obstacle which might hinder its success, and have laboured to have the law understood. Measurably I have succeeded, but I will not feel satisfied till in every school district in the county a school is established at least during a part of each year.

The only serious drawback to the successful operation of the law in this county is the denominational dissent which has militated against its full and complete success in Fredericton. In the other parishes, this feeling is not manifested to any extent. In a few districts no money was granted for a school, but this was more the result of personal motives than from any denominational feeling. It is to be hoped that even this will prove to be but temporary, and that soon *all*, without regard to creed or nationality, will eagerly avail themselves of a boon which it will be little better than folly to reject.

Respectfully Yours,
E. C. FREEZE.

THEODORE H. RAND, Esq., M. A.,
Chief Superintendent of Education
for New Brunswick.

APPENDIX C.

REPORT OF BOARDS OF SCHOOL TRUSTEES.

CITY OF FREDERICTON.

OFFICE OF THE BOARD OF SCHOOL TRUSTEES,
FREDERICTON, May 23, 1872.

THEODORE H. RAND, Esquire, M. A.,
Chief Superintendent of Education, &c.

Sir,

In compliance with the requirements of the "Common Schools Act of 1871," the Board of School Trustees for the City of Fredericton, submit the following report of their proceedings up to the close of the term ending on April 30th, 1872.

The first meeting of the board was held on the 13th September last, and for several months the sessions were very frequent.

There being no public school property belonging to the district, the board were early impressed with the necessity of providing accommodation for a large number of pupils within a limited time, and at the most inconvenient season of the year, for either repairing, or fitting up buildings.

Application was made to the Dominion Government for one of the buildings on the Officers' Square and the Park Barracks. These premises were ultimately obtained through the Local Government at a nominal rent.

The building on the square was fitted up as offices for the board; extensive alterations and repairs were made to the Park Barracks, in which eight school rooms were made available, affording accommodation for about 344 pupils.

An arrangement was effected with the senate of the University of New Brunswick by which the Collegiate School has been placed under the control of this board, so far as can be done under existing legislation. By this arrangement the English and classical departments are free to pupils from this city and also from the County of York. In this building the board has opened a High School for young ladies. In the old building formerly occupied as the Collegiate School two elementary schools have been opened.

A very favorable arrangement was also made with the Board of Education by which two elementary departments of the Model School were made available to accommodate from 60 to 70 children.

The Orange Hall, situate in the upper part of the city, was leased for one year from the first of January last. A considerable expense was incurred in fitting this building for five classes, which was absolutely necessary, there being no other building in this locality suitable; and indeed this is not such a building as the board would wish to occupy for any length of time; they are now considering what can be done to provide a more eligible building for the district.

The other schools do not require any more particular reference than can be learned from the annexed list (marked B.) which gives the whole number of schools established by the board.

The matter of furniture occupied the attention of the board for some time, and after procuring samples and prices from Mr. Ross of Boston, tenders were received for supplying 1064 desks and seats; the contract was awarded to Mr. C. Cooper of this city, who fulfilled the contract to the entire satisfaction of the board. This number enabled the board to furnish all the schools, except one at the lower end of the city, with the most improved furniture and of the proper sizes for the different grades.

The board were anxious that the children in the city should be properly graded previous to opening the schools; for this purpose they assembled the children in the City Hall, and received great assistance from Mr. Crockett, Mr. Freeze, and Dr. Roberts, to whom the board were greatly indebted for their services.

The board annex a copy of the course of instruction (marked C.) adopted for the schools under their charge. This has been prepared with great care by the Chief Superintendent, Mr. Crockett, and some of the teachers. The board desire to express their obligations to these gentlemen for the assistance so kindly given.

As no part of the yearly assessment has yet been received, the board would have been much embarrassed for means to meet the large outlay required for repairing buildings, paying for fuel, teachers' salaries, and the ordinary expenses, had not the Provincial Government advanced as a loan six thousand dollars, and the Peoples Bank three thousand dollars, for a portion of which some members of the board gave their personal obligation. These amounts the board intend to repay by the sale of debentures to the extent of $5,000, and the balance from the assessment when received. An account of the receipts and expenditure to April 30th, is annexed (marked D.) as also an estimate of the amount required for the year, (marked E.) an order for the collection of which has been made by the City Council.

The return (A.) required by law, compiled from the teachers' reports is annexed.

The board are confident that these returns afford ample proof that the schools in this City are in as good working order as could be expected for the short time they have been established, and considering the many difficulties the board have had to contend with.

In conclusion the board wish to express their thanks for the assistance and advice you have so cheerfully given them, from time to time.

Respectfully submitted.

By order of the Board.

JULIUS L. INCHES,

Secretary.

NOTE.—The papers A. B. C. and D. referred to in the foregoing report, are not published herewith, It was deemed better to await the more complete reports of next year, when full exhibits of St. John, Portland, St. Stephen, and other towns, will be included in this Appendix.

T. H. R.

TOWN OF WOODSTOCK.

T. H. RAND, Esq., M. A.
Chief Superintendent of Education.

SIR,

The Board of School Trustees of the Town of Woodstock beg leave to submit the following report of their proceedings under the Common School Act of 1871.

They have had for the year 1872 eight schools in the Town of Woodstock, *i. e.*, six primary and one advanced school, and the Grammar School. The number of pupils upon the registers is three hundred and eleven (311) and the daily average attendance is two hundred and thirty seven (237), an average of twenty nine and a half (29½) in daily attendance at each school.

At the time that the School Act came into operation and the trustees were appointed under first Act, there was not any school accommodation belonging to the Town of Woodstock; and the trustees had to make the best arrangement for the schools that lay in their power. In consequence of this, the schools had to be opened in different parts of the town. Under those circumstances, it has been impossible to grade the schools to the satisfaction of the trustees; but they hope to obviate this difficulty in the coming year, as they have purchased what was known as the Presbyterian College, and which when finished, will afford ample accommodation for all of the schools of the Town. The Receipts and Expenditure for the schools for the year 1872 are as follows:

RECEIPTS.

Proceeds of Debentures	$1000.00
County School Fund, Winter Term	456.82
" " " Summer "	384.37
Gift L. P. Fisher	800.00
Town Treasurers' Assessment	1612.00
Tuition fees, extraordinary pupils from outside Districts	54.50
Advanced by Secretary	00.10
	$4307.79

EXPENDITURE.

To paid Teachers' Salaries	$1374.16
Secretary "	100.00
Rent of School Houses	385.00
School Furniture	681.64
Wood and cutting	139.70
Debentures and Interest	515.70
Towards purchase of College	800.00
Repairs on School Houses	155.87
Incidentals	65.15
Cash in hand	140.57
	$4307.79

The amount of local assessment for school purposes for 1872 was three thousand dollars ($3000,) but an injunction was placed upon the collecting of it, and as you will observe by the account of the receipts, we have only as yet received sixteen hundred and twelve dollars ($1612). The trustees have issued school debentures the past year to the amount of three thousand two hundred

dollars ($3200), two of those debentures, amounting to four hundred and forty dollars ($440) have been paid, and there is one debenture of five hundred and sixty dollars ($560) and interest due on the second day of April 1873. The proceeds of those debentures have been made use of for school purposes for the year 1872. The remaining debentures, amounting to twenty two hundred dollars ($2200) were given for the payment of the balance on purchase of the College, and are payable in fifteen years from the fifteenth day of July 1872, with interest at six per cent. per annum, payable semi-annually. The balance of last year's assessment will be required to purchase apparatus for the use of the schools, and to make repairs.

All of which is respectfully submitted.

L. P. FISHER,
Chairman.

W. F. DIBBLEE,
Secretary.

APPENDIX D.

County Inspectors, and their Post Office Address.

Albert,	James Carnwath,	Riverside.
Carleton,	James H. Jacques,	Woodstock.
Charlotte,	James Mitchell,	Saint Stephen.
Gloucester,	James Smith,	Bathurst.
Kent,	Thomas W. Wood,	Richibucto.
King's,	David P. Wetmore,	Clifton.
Northumberland,	Charles S. Ramsay,	Newcastle.
Queen's,	Rev. Benj. Shaw,	Gagetown.
Restigouche,	Rev. Thos. Nicholson,	River Charlo, *via* Bathurst.
Saint John,	Edmund H. Duval,	Saint John.
Sunbury,	Dr. J. H. Bridges,	Upper Sheffield.
Victoria,	Dr. X. Bernier,	Edmundston.
Westmorland,	Robert Wilson, Jun.	Sackville.
York,	Edward C. Freeze,	Fredericton.

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